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This document consists of the three issues of "The Teacher Trainer" published in 1993. Articles include: "Why I Left an RSA Diploma Course"; "Two Anxiety Dreams Experienced During the RSA Diploma in TEFLA Course"; "Why Do an RSA Diploma Training Course?"; "Training for Medical General Practice: Assessment Techniques and What We Can Borrow for EFL Teacher-Training"; "'Lead Us Not Into Temptation' or Training Bus Drivers"; "Using Activity Cards on Training Courses for Language Teachers"; "Do-It-Yourself Language Classes for Non-Native-Speaker Trainees"; "Don't Go See for Yourself-Let the Trainees Tell You"; "The Action Plan Cycle: A Way of Integrating the Classroom and Training Course Sessions"; " A Fear Clinic"; "Models of Teaching Practice and Feedback for Teacher Training in TEFL"; "From Behind the Barricades"; "How Do You Think It Went?: A Task-Based Approach to Feedback"; "Training EFL Teachers for Multicultural Schools"; "A Training Game: What Is a Language?"; "Transacting TEFL"; "Professional Self Management in FLTT"; "The Price of Change"; "Teaching Is Teacher Training"; "Why Train?"; "Trainee Interaction on Participant-Centred Postgraduate Courses"; "Video, Fear and Loathing: Self-Viewing in Teacher Training"; "Finding the Centre"; "Reflection and Feedback on a PGCE Course"; "Reading Mazes"; TEFL Auction"; "The 'Ghost' Instrument"; and "On Form." (MSE)

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THE TEACHER TRAINER

A Practical Journal mainly for modern language teacher trainers
Volume seven Number one

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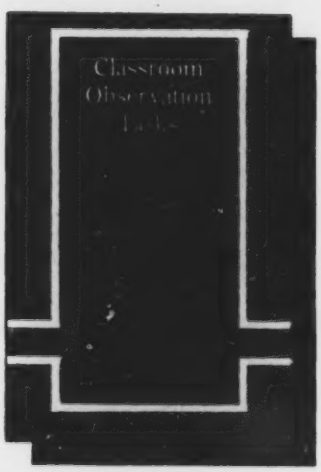

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THE TEACHER TRAINER

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EDITORIAL

ABOUT THIS ISSUE

Letter from Tessa Woodward

Dear Readers,

I was just finishing off the last issue when I realised I was falling quite ill. Rather than risk a patchy new volume I decided to act quickly and set up a system of guest editorship.

The first person I thought of was Mario Rinvolucri. It was Mario who first thought that a newsletter for teacher trainers would be a good idea and Mario who first asked me to get it off the ground. It seemed to me fitting that he should have the chance, six years on, to work on his idea! I am really delighted that Mario has agreed to take it on.

I hope to be back some issues from now. In the meantime I hope you'll enjoy all the old hallmarks of The Teacher Trainer, plus some new energy and sparkle.

Tessa Woodward
Chief Editor.

Guest Editorial

Tessa, I know I speak in the name of all those who have read and written for THE TEACHER TRAINER over the past years when I beg you to come back to health. This is our forum, the forum of the EFL teacher training community, but you are its gentle, far-seeing architect. Gather strength and come back quick. From many places, in many voices, in many different ways, we love you.

Issue One, Volume seven, opens with three trainees describing their feelings about their RSA Dip TEFLA courses. It is hard to come out and speak publicly about your course, especially when a large part of what you have to say is negative. It can feel like washing dirty linen in public. So a warm thank you to the three ex-trainees who have had the courage and energy to talk to us trainers about what they experienced. Mostly unhappy trainees slink away into the night.

The Journal regularly brings you accounts of the way trainers in fields far-removed from EFL go about their work and this issue carries two such articles. In the first Tessa Woodward outlines the ways in which general practitioners assess trainee doctors assigned to their practices. The techniques used include mapping and rating, audit of work and attitude statements. Tessa prepared this article for the French Tesol Newsletter and we are grateful to them for letting us re-publish it. In her closing remarks Tessa writes: "Perhaps the most important point of all for me is just the inspiration and feeling of breadth that comes from listening to a trainer in a completely different field."

In the second article Mario Rinvolucri describes a bus trip that got him thinking hard about why language teacher trainers do what they do in their training rooms. Maybe London Transport has things to teach us.

In his article on Activity Cards, Martin Cortazzi offers you five, firm stimulating training session outlines aimed at getting

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students thinking in depth about these areas:

- learning vocabulary
- learning language
- meeting a strange culture
- quickly explaining the meaning of semantically over-lapping words to a class
- learner strategies

The next two pieces describe experiences with trainees from beyond the greedy part of the world, to whit South China and Mozambique. Tony Luxon reports on the way in-service secondary school trainees managed to teach each other English with minimal help from the trainer. I suspect the Luxon model could be applied in many parts of the world and in many inset training situations. Judith Wilson tells us that going to personally see Mozambican teachers in action in their home teaching situation was a lot less useful than really listening to their view of their teaching situation, their mapping of it. (Who knows, the same could be true of observing trainees' lesson?)

In her article Action Plan Cycle Sheila Estaire tackles the problem of turning the 'inert ideas' of the training room into reality in the trainee's own classroom. She offers a clear, practical plan of trainer action!

From Southern Spain Patrick Philpott writes about how he has run FEAR workshops with in-service trainees. Among the things he found his trainees feared most were:

- their own language deficit
- methodological incompetence
- failure to motivate students
- not achieving objectives
- difficult "know-all" students
- losing control

Patrick's article on fear links back to the two nightmares that Julie Colton experienced while doing the RSA Dip TEFLA (Page 6).

In the final article of this issue Gosia Barker and Simon Hamilton discuss ways they found of training people from an Irish state school background in the perhaps more humanistic ways of EFL.

Would you like to search a new teacher training database? Would you like to input your research to the database? Have a look at Page 35.

The Review section this time brings you a fun questionnaire from a French-as-a-foreign language teacher training book.

The Publications received column is jam packed this time. Lots of titles held over due to lack of space from the last issue as well as plenty of new ones.

Mario Rinvolucri
Guest Editor

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THREE TRAINEE VOICES

Many trainees are no doubt happy with the courses they do. A number, though, are not and the three voices presented here bring you negative feedback on a UK based in-service teacher training diploma course, the RSA Diploma in TEFLA.

David Tendler explains why he left his course early on, while Julie Colton gives some idea of the sort of strain she was under during the course, though she mostly enjoyed it a lot. John Wilson explains why, for him, his year on the RSA Diploma course "will remain in my memory as one of the most thankless and pointless years of my life".

My aim in letting you hear these three voices is not to attack a particular course but more generally to question how easy it is for our trainees to question us, the gate-keepers. Their aim is to get through the gate: how much can we properly hear the muffled sound of their voices?

Guest Editor

WHY I LEFT AN RSA DIPLOMA COURSE by David Tendler

My background is ten years secondary school teaching and two and a half years ELT (adults) experience. I came to the RSA Diploma course wishing to develop my techniques in ELT classroom teaching and also to learn more about theories of teaching. I felt that the Cert. TEFL course, for which I had obtained an overall B grade, although my final written assignment was grade A, had introduced me to some exciting ideas which I wished to develop. I had been refused a Diploma place in September 1991 when I had only a temporary part-time job. I was finally offered a place in September 1992 when I had a permanent full-time (25 hours) job.

I left the course after five weeks as I considered it to be a rush to the qualification rather than a time for real teacher development. To my mind the course betrayed the main principle of good language teaching: in ELT we are encouraged to create a supportive relaxed and creative learning environment on the basis that this

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promotes effective learning. The students' needs and learning circumstances are taken into account when we plan the curriculum.

On the first evening we were told that teaching practice had to be marked at diploma standard which meant we might fail the first TP. When we were handed our first written assignment we were told it had to be marked at diploma standard, so we were given some help with it. Even so I spent ten hours on it as I wanted to do some reading about the topic - not just 'do the assignment'. There were to be seven more home assignments during the year, three more that term. They, together with six timed essays in class were to form 40% of the written exam. Two three-hour exam papers with six questions formed the remaining 60%.

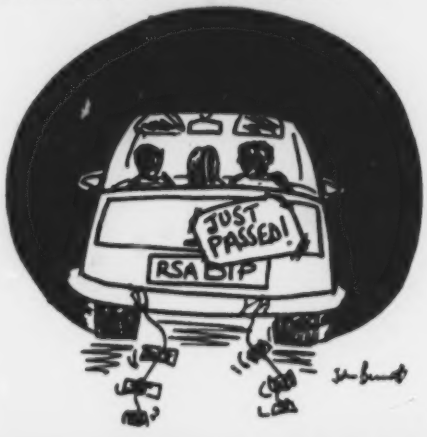
By week four we were already a lesson behind in our ambitious schedule. The lesson was put in a free 'voluntary attendance' slot normally reserved for guest speakers. Group work and discussions were of necessity brief and in my opinion inconclusive. Heavy reliance was put on handouts, which led to more work at home digesting them. On top of all the above was the matter of a comprehensive booklist - fine in itself, and very interesting, but there was little time to investigate it seriously. We also had to carry out lesson observations and report briefly on them. Despite maximum back-up at home, I could not find enough time to prepare my normal school lessons as I wished.

I began to feel that lip-service was being paid to the important teaching principles mentioned above. I also felt that, due to lack of time for discussion, my teaching experience could not be exploited or shared. I also began to notice that it was being assumed that we knew a lot of the finer points of English grammar (eg modals, aspect) and methods, so that the emphasis in class was with the techniques of teaching those points rather than the finer points themselves. An eighty minute slot per topic was hopelessly insufficient in many cases and led to more research at home.

EXTRACTS FROM DAVID'S LETTER TO THE HEAD OF DEPARTMENT ON LEAVING THE COURSE:

I have decided that a course which leaves such little time for learner contribution and initiative is not the course for me. To receive a certificate at the end of a course whose philosophy is concerned with precisely those principles is for me an irreconcilable contradiction.

As I said at interview and repeated on Thursday, I came to the course primarily because I was genuinely interested in the whole subject area and wanted to gain fresh motivation with regard to my teaching technique. I have come to the conclusion that I can best do this by setting my own learning agenda based around the book list and handouts so far received.



TWO ANXIETY DREAMS EXPERIENCED DURING THE RSA DIPLOMA IN TEFLA COURSE

by Julie Colton

In the first dream, I was fighting my way through a thick forest on horseback, knowing all the time that I was already late for my observed lesson. The harder I tried to get through the undergrowth and over all the fallen tree trunks in my path, the slower my progress became. Finally, I ended up in a pond which was clogged up with weeds and I knew that I was not going to make it to the lesson on time ...

In the second dream, I had made it to the classroom and was standing at the board attempting to write examples on the whiteboard. I kept making mistakes but when I tried to rub them out using the board wipe, it put black ink onto the board instead of cleaning it. I knew that I was being observed and got more and more desperate but there was nothing I could do ...

(Julie achieved a distinction, despite her dream life!)

WHY DO AN RSA DIPLOMA COURSE ?
by John Wilson

At the time of starting the RSA Diploma course (October, 1990) I was 37 years old. My first teaching job had been in Barcelona, some twenty years previously, and I have been teaching, on and off, ever since, mainly in EFL. In addition to a Cambridge first degree and M. Litt. in English I have a PGCE in English and Communications (Garnett) and an MA in applied linguistics (Bangor). Nevertheless, in 1990 the school I have been working for since returning to England in 1989 sent me on a one-year in-service RSA Diploma course.

Although I was not altogether delighted at being asked to do this, I agreed to it, mainly because I could see that there was a tremendous rift between EFL and applied linguistics, and I wanted to know what it was that caused this antagonism and draw my own conclusions about whether it was justified.

The first term passed with only one or two minor shocks. There was a lot that I disagreed with, or felt was rather garbled and confusing (not to say misspelt or linguistically ill-informed!) but some of the material was useful to me. The crunch came at the start of the second term, when the two assignments I had handed in the term before were returned to me - failed.

My first reaction was, "if they don't like my assignments, then it's only right that they should know about the aspects of their course which I dislike," so I dumped all my negative reactions on my tutor, after first consulting with the director of studies at the school where I worked (who had been very keen for me to do the RSA) on the suitability of such a course of action. It was no help at this stage that the tutor relayed to me the dictum of the course director: "If this chap's going to cause trouble he'll find himself off the course." Apparently, the right to criticise was only one-way!

I rewrote the assignment on language analysis and resubmitted it. This time it was not only failed but also contained some extremely hostile language (eg 'Your materials and preparation are inadequate') in a totally unsupportive context - the sort of language that actually creates failure, rather than simply diagnosing it. Yet language analysis (mainly in the form of transformational grammar) had been one of my major strengths when doing the linguistics MA (which, incidentally, I did not scrape through, but came joint top out of a group of 16 MA students!)

My main tutor (who had not marked this particular piece of work) showed a creditable degree of sympathy, with just a touch of exasperation, and gave her own time, as well as putting me in touch with the course moderator, to try to help me through this very trying experience. One major difficulty was the apparently unquestioning acceptance by the tutors of phrase structure grammar, as laid out by Randolph Quirk et al., with very little awareness of the problems which phrase structure analysis might give rise to, and virtual complete ignorance of alternative analyses, particularly those deriving from the Chomskyan school.

In view of the difficulties, I abandoned the idea of an Easter holiday, and instead concentrated on writing my project (on teaching English to Japanese students). This went well, and I found that I had hit on a formula of presentation that guaranteed the acceptability of my written work from this point on. Unfortunately, my way of doing things was so unfamiliar to the established RSA school of thought that all my written work ended up about twice the specified length, since I had to explain every step very carefully. Obviously, this meant a lot of extra work, but at least the tutors were accepting my basic approach (once I had explained it in terms accessible to them), and not trying to force me to change my approach.

Since the comment about 'terms accessible' to the RSA tutors sounds rather arrogant, I had better give an example. My assignment on language analysis had been on the theme of teaching modal auxiliaries. Central to my approach to teaching these is the concept of 'subject raising', which postulates that the underlying structure of sentences like, 'He seems to be unhappy', may be represented as something like '[[he is unhappy] seems]' (or, '[seems [he is unhappy]']). In other words, the basic proposition, 'He is unhappy,' is marked for 'seeming'. A similar analysis can be applied to auxiliaries. Thus, 'He is coming,' may be analysed as containing the underlying structure, 'He comes,' marked

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for continuity in the present, or for future intention, depending on the context; 'He may come,' contains the same structure, marked for future possibility, etc. The underlying structure, incidentally, is much more similar to the structure of a 'topic/comment' language (such as Japanese) than the 'surface structure' (ie, the one used in normal English sentence construction). Concomitant with this analysis is the assumption (alien to phrase structure grammar, but useful, I find, when teaching such things as interrogatives, short answers and question-tags) that the auxiliary is not part of the verb phrase. This also required explanation.

The analysis was one which the tutors on the course appeared not to have come across. Instead of appraising it on its own merits, they fell back on their own certainties, and upbraided me for not pointing out, for example, that modals have no third-person singular '-s'. I remonstrated - 'So who said they did?!' - but in order to get the assignment accepted I had to include such obvious information as well as the raising analysis.

Simply dropping the latter was not an option, since it forms an important part of my teaching practice. For example, I give students lists of 'circumstances' (possibility, advice, obligation, supposition, etc, with translations for lower-level students) and ask them to identify sentences with modals in newspapers, etc, then tell me which circumstances apply. In this way, I can check whether students understand the different uses of, say, 'must', in cases like, 'Iraq must comply' (obligation), and MacEnroe's, 'You must be joking' (supposition). Similarly, I will give them a basic proposition, and ask them to use a modal to 'mark' it for advice, intention, etc, as well as using modals to make 'WH-' questions, relative clauses, etc, drawing on the transformational analysis, with colour-coding and other devices to highlight the positions of the subject, auxiliary and verb in such sentences. For Japanese students (of which there is a large number at the school where I work) I often use the 'underlying' (or 'deep') structure in English as a bridge between Japanese and English sentence construction. For example:

Kare wa

He

modal + infinitive

iku

go

beki desu

should

The next bit of deep water I ran into was lesson observations. I passed the first few observations, but then failed one. The observer wondered whether this was, in part, because I had, for once, tried to do things 'the RSA way', instead of being true to myself as a teacher. If this was so, then it is in itself a severe indictment of the validity of RSA training methods. I only know that my confidence sank to an all-time low, my teaching (in my own estimation) suffered, and the spectre of the observer sitting in a corner writing down the notes that would fail me will haunt me for a long time yet. Prior to this, I had always been very happy to let anyone observe my lessons.

I failed one more observation after that. Like the other, it was a video lesson - apparently the RSA and I have very different views on the nature and purpose of such work. The negative reactions of the observer were apparent to me within the first few minutes, and I found it almost impossible to teach at all. The following day, working again on the same material ('Dead Poets' Society'), I was at last able to obtain the affective response from students that I had been aiming for, but such a response could never be obtained while there was such a hostile presence in the classroom.

In retrospect, I think perhaps the main problem concerning lesson observation lay in the fact that EFL methodology - as it was taught on the course - was enshrined in the formula of the 'three Ps' - presentation, production and practice. On the one hand, this seemed to me to rule out any genuinely heuristic approach, such as I had been encouraged to adopt during PGCE training - since the initial presentation effectively blocked the opportunity for students to make their own discoveries. On the other hand, I was preparing students for First Certificate and other exams, in which they would, if I adopted the methods

advocated on the course, be tested by criteria that were quite at odds with those by which they had been trained.

Throughout all of this, I had the support and sympathy of my colleagues at work, and a steady flow of positive feedback from my students, who were quite unaware of what was going on behind the scenes. If not, I should scarcely have been able to keep going.

I finally passed the course, and am now in a position to ask myself what I have learned from it. I have learned something about dealing with institutions and authority figures (the teacher is still very much an authority figure in the RSA scheme of things) with which I do not see eye to eye. I have learned what it is like to be in the firing line between two mutually hostile discourse communities (teacher of English as a foreign language and those who study languages as a science). I have learned to express some of my linguistic and pedagogical knowledge in ways that are accessible to the ELT discourse community. And I now have concrete reasons for saying that I do not accept that general linguistic and pedagogical considerations should be belittled in an obsessive pursuit of methodology.

To me, this is not enough. My year on the RSA Diploma course will remain in my memory as one of the most thankless and pointless years of my life, and, while I accept that my position as a trained linguist made me a rather atypical candidate for this particular course, I suspect that, although such a course suits some people, there are many others who secretly agree with me, but find it expedient not to speak out.

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TRAINING FOR MEDICAL GENERAL PRACTICE: ASSESSMENT TECHNIQUES AND WHAT WE CAN BORROW FOR EFL TEACHER-TRAINING

Tessa Woodward

Reprinted from the Tesol France News (Spring 1992)

Penny Aeberhard, a doctor for over 20 years, has a medical general practice (local, family doctor clinic) in England and trains an apprentice doctor each year. Penny's article was so interesting (see ref.) that I invited her to work with a group of EFL teacher trainers attending a British Council Specialist Course, in 1990, in England.

Out of her very full and stimulating presentation covering the GP scene nationally and locally, ways of learning in general practice, the trainer-trainee relationship, curriculum planning, and assessment techniques I have chosen the last topic - assessment techniques, for discussion in this article. I have chosen it because "assessment" is an area that I shy away from and try to ignore. It makes me think of formal exams and grading people. In my own editing I feel this is an area of "collusion" ie an unconscious agreement (between in this case editor and writers) to ignore or leave out boring or difficult bits! Penny mentioned collusion quite a lot in her talk, with reference to one-to-one doctor training. She talked about how resolved one had to be to avoid it. I will thus take heed and think about assessment here!

In training for general practice, assessment and teaching go hand-in-hand. Many, many assessment/teaching procedures are used continually and simultaneously and are applied to one trainee. A selection follows. After each one, I have written a few comments from the point of view of an EFL teacher trainer.

1. "Mapping" and "rating"

During direct observation by the trainee of a Doctor-patient consultation, the trainee jots down, on a form, notes under headings such as "Patient's concerns", "Patient's expectations", "Involvement of patients in management of illness". The headings are usually chosen by the trainer but there could of course be negotiation here. The mapping can also be done while the trainee is watching a consultation through a one-way mirror, listening to a tape, watching a video, or while listening to a report and discussion of a consultation (indirect observation). The mapping is thus a speedy form of note taking. It guides the trainees towards important areas to look for and acts as a memory aid and information base for later discussion and for work on "rating". Rating involves the trainee in gauging or evaluating behaviour along scales. Thus a trainee might be asked to tick along a scale such as this one:

1 2 3 4 5 6 7 8 9 10

Patients are treated with disdain, as little children with no opinions, or no right to voice them.

Doctor always trys to build an adult-adult relationship with patients. Patients are encouraged to be more self-aware, questioning and self-reliant.

Rating scales can deal with simple parameters such as the tidiness of the consultation room or with complex behaviours and attitudes. Once both mapping and rating have been completed, discussions can ensue. Rating scales can be applied by the trainee to their own consultations too. This self-assessment can then be compared with the trainer's rating of the trainee in the same areas. Mapping and rating could also be used for peer observation too.

COMMENTS

Although in EFL TT we are quite familiar with the idea of observation schedules, checklists or "maps", the headings are interesting here. Translated into EFL terms, the trainee would be watching for "language students' concerns", "student expectations" and "involvement of the student in the management of their own

learning". We may be moving towards student-centredness in some aspects of EFL but I wonder if it has got onto our observation schedules as clearly and determinedly as here? "Rating" is something I have not yet tried. I can imagine applying it though to such simple areas as the legibility or illegibility of boardwork or to similarly complex behaviours and attitudes as above. "Students are treated as children ..." etc! I can certainly suggest trainees use rating scales for their own self-assessment and I would enjoy negotiating the mapping headings and rating scales with a peer to improve my own teaching and training.

2. Attitude Statements

The trainee-doctor is given an attitude statement such as "Patients come to the doctor too often". The trainee has to state their degree of agreement or disagreement and compare this with others, including the trainer.

COMMENTS
This translates nicely into an EFL TT context. I tried it the other night with the statement "Students ask difficult questions just to try to catch teachers out". It generated a lively exchange amongst pre-service, non-native trainees. It brought to the surface all kinds of unexpected (to me) resentments towards language students who actually ask questions!

Some other attitude statements that might be of interest in an EFL context are:

"Error correction doesn't actually work"
"Students shouldn't be expected to reveal personal information in language lessons"
"Teachers who don't write lesson plans are lazy".

3. Audit of work

One parameter of the doctor's work is chosen, for example, the giving of prescriptions to patients. This is logged in some way and analysed. For example the costs of what the doctor prescribes, the type of medication prescribed, the number of prescriptions handed out per day, could be logged. Audits of work mean not presuming that you know what your behaviour in a certain area of work is. Once you have logged it, and analysed it, you can decide what you want to do. In the example above, the doctor could decide to prescribe lower cost medication. You can then re-log, after a time and re-analyse to see if you have changed your behaviour. The audit of work can be applied to a trainer's, trainee's or a practice's work.

COMMENTS
Audit of work clearly has a straight application to EFL. A teacher could audit any area of her work including: The number of questions she asks her students, the amount of wait time left after the questions, the number of times students' names are used, the number and type of teacher interruptions into student talk, the number of times a particular praise expression is used. In my own work I have been interested to find out whether I react similarly or differently to female and male student interventions. I have looked at nomination of male versus female students, number of questions put and amount of further comment or questions asked by me to female versus male students. I am discovering some differences but would next like to use a video to find out more about my eye contact.

Multiple essay questions (MEQ)

This technique works as an exercise in problem solving. A case study is described as an unfolding scenario. In other words, first, some information is given in a short text. After the information there are questions such as:

* What is happening here?
* What's the most likely diagnosis?
* How would you deal with this situation?

Once these questions have been answered, more information is revealed. And more questions put. It is as if one patient were to come back several times to a doctor. Each time the patient comes back, a little more knowledge of the family, of the illness, etc become evident. And each time, in answer to the questions, the trainee has to show flexibility, knowledge, and a broad range of options in the action taken. The questions are marked for these three strengths.

COMMENTS
I find the questions asked here particularly helpful. The idea is clearly applicable first of all to "one-to-one" teaching. A case study of a language student, presented with a tape of the student's voice, and a few samples of their written work could be used. More information could gradually be made available as to the student's situation of

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target language use, their needs, proficiency, job situation and so on.

A loosely-fitting jigsaw of individual student descriptions could also be used in order to build a picture of a whole class. As further information (including information on late arrivals to the class) is added, the level, language background or aims of the group could be made to shift in a very realistic fashion. This would be a very good way of encouraging the trainee to refine, adapt and occasionally abandon plans, aims and materials as class composition alters.

5. Sitting-in and feedback

Since consultations between doctor and patients are the key area, the real contact time, a lot of time is spent in general practice training, with either the trainee or the trainer sitting in on each other's consultations. The person who sits in can be in a spectator role or can share the consultation. The feedback can be run as follows:

* The Doctor says what she thinks she did well
* The observer states what she thinks the Doctor did well
* The Doctor says what she thinks she did not do well
* The observer says what she thinks the Doctor did not do well
* As a result of this discussion the Doctor and observer arrive at joint recommendations which the Doctor tries to implement in later work.

This type of feedback structure can also be used after joint observation of a video of one of the Doctor's consultations.

COMMENTS
Observation is not new to EFL trainers of course. What is refreshing here is that the person who did the work always has the chance to start first, the positive comes first and the recommendations are arrived at jointly rather than being prescribed by the observer.

6. Prepared tutorials

The trainee prepares something, perhaps an audit of work (see above), or a critical reading passage (see below). The trainer also prepares some input on the same subject. The session is thus of joint discovery.

COMMENTS
The clue for me here is the word "prepared". Both the trainer and the trainee thus come to the tutorial with something to offer and both have something to learn.

7. The Viva

The viva is the face-to-face question and answer session between the trainee doctor and a trainer or trainers that the apprentice has not been working with. The trainers are concerned to discover quality in clinical competence, affective behaviour (eg voice on the phone to patients), technical skills (eg giving injections), knowledge (eg of psychological theories), interpretive skills (eg the appropriate use of the laboratory), preventative medicine and personal growth. The viva can thus include role play, demonstration and discussion as well as simple question and answer.

COMMENTS
I find this a fascinating one to translate into EFL TT. It would mean that I met, face to face, someone else's trainee teachers outside their classroom, away from all language students. I would be endeavouring to discover, for example, how they deal with latecomers, how they manage a tape recorder, what they know of learning theories, what use they could put action or academic research to, how they are changing in training ... and all via role play, question and answer, and discussion. What a wonderful way to spend a morning!

8. Critical reading passage

The trainee doctor reads an article from a medical periodical and critically reports on its contents:

COMMENTS
This idea gets the trainee into the habit of reading, and not necessarily accepting new ideas. The interesting question is which part of the EFL press would we draw from? Or have we got lots of alternatives eg MET, PET, TESOL Quarterly, ELTJ, System, Forum, IRAL? Perhaps articles on the same subject from different sources would make an interesting jigsaw in a group discussion.

9. Discussion of the trainee with other personnel

Members of the general practice staff, eg receptionists, health visitors and nurses are asked their opinion of the trainee doctor. This fosters the primary health care team spirit and liaison. It also, potentially, makes a trainee doctor more approachable, less distant or high handed.

COMMENTS

Who would our "primary team" consist of? At UK language schools, perhaps the landlady, the DOS, the receptionist, the janitor? In France, secretarial staff, staff from the companies where the trainee teaches? Perhaps in EFL where group training rather than one-to-one is the norm for teachers, the primary team would include colleagues on the same training programme. Would we want to go a step further and include students? In general practice it seems that the patients are not asked. There is thus a retention of professional "face". An interesting area this one.

Conclusion

Above is a very sketchy account of some medical general practice teaching and assessment procedures. Sitting down and talking to other trainers from other fields provides not only interesting information on what they do for a living, but also throws new light on our own procedures. Slight changes, new insights ... that can radically alter the tone of our training.

The things that particularly struck me while listening to Penny's talk were:

* What a luxury for the trainer to have one-to-one training

* Would the trainee, however, prefer to have a colleague, a peer in training at the same time, in the same or a nearby medical practice? ... for support, for co-operative learning?

* What an enormous number of careful procedures for evaluation and assessment are applied, simultaneously, to one trainee!

* How professional!

I am just now, after coming to understand some of the procedures, starting to compare them with what I do as a trainer, and, as a result of this, adapting my own practice. I see two main areas of change ... (for me):

A. Which of these ideas can I apply to myself so that I develop as a trainer? At the moment I am concentrating on "audit of work". In other words, trying not to assume that I know what my training behaviour is but trying instead to log it in some way.

B. Which of these ideas can I use to alter the tone of the training I do. Here I think that the emphasis on concern for the patient (see "mapping") translated into concern for the language student, is something I want to concentrate on. The techniques that work towards making attitudes more overt (see "Attitude statements") will be useful in this area too, I think.

These are the concerns that spring out as important for me. For other people different concerns will come to the fore. Perhaps the most important point of all for me is just the inspiration and feeling of breadth that has come from listening to a trainer in a completely different field. Colleagues of mine, I know, have had the same experience of enlargement of vision from talking to drama trainers, counsellors, gardeners, yoga trainers ...! Is there anyone you know who trains a different field? Business? Law? Office practice? Chiropractice? Could be interesting to hear about their techniques.

Reference

Aeberhard, P (1988) 'Training for General Practice' in "The Teacher Trainer", Vol 2, No 2, Pilgrims Publications.

Tessa Woodward is the author of "Loop Input" (Pilgrims), "Models and Metaphors in language teacher training" (CUP), "Ways of Training" (Longman) and a section of "The Recipe Book" Longman.

"LEAD US NOT INTO TEMPTATION" OR TRAINING BUS DRIVERS

by Mario Rinvolucri

One December day I took a bus that meandered all over North London on its way to Notting Hill Gate (a central Western suburb). A young white male driver was tackling the route for the first time and he had a trainer with him. A man in his fifties, a West Indian.

The trainer hovered a pace or two back from the door so he could easily talk to the driver.

The model of training I observed while that bus wandered through North London was refreshingly different from the normal one in our work: let me pick out some of the model's salient features:

- the older man had an elder brother rapport with the younger one but you could feel they were both in the same thing: they were both bus drivers. They had a community bond that they did not share with us the passengers, the public. The older man was neither judge nor parent, though in years he could have been the apprentice driver's Dad.

- He forestalled mistakes the driver was likely to make over tricky bits of the route with instructions like:

  "Position right and be ready to pull up fifty yards after you have turned right".

  He led him not into temptation but delivered him from evil. Unlike an RSA trainer he did not just watch the trainee making a pig's ear of the job.

- He was instantly available when the trainee asked for help, as when he did not know the right fare between Stop 13 and Stop 7. The help was given matter of factly to the trainee and to the passenger.

- He commented warmly on the trainee's handling of the bus (clearly the man had already passed his bus driving test) and thus strengthened the bond with him.

- At one point he started chatting with the trainee about "dem engineers". He told him he should have no hesitation in telling a maintenance man that he refused to take a bus out of the depot if he did not like the way it handled. The trainer went on to let him in on a secret: "You'll take a bus in there and the engineer'll say: 'leave it over there mate'. He gives you another vehicle. Half an hour later another driver comes in with a ropey bus. The engineer'll point to the bus you brought in which nobody has looked at and say: "See that one over there, take that one."

In this spiel the trainer is letting the younger man in on one of the secrets of the trade and in so doing he is bonding with him. He is also helping the trainee realise the rights he has when faced with a "lesser breed", the maintenance engineer.

As a trainer I was really sad when I got to Notting Hill Gate. Had I had time I would have gone right back to where I had come from to learn more about the bus driver training model.

Application of the model to our work

1. No note-taking by the trainer - she would use her visual, auditory and choreographic memory.

2. She'd be around at the front of the classroom, sharing the trainee-teacher's territory, behaving as a colleague.

3. She'd know the lesson plan (the bus route) and help the trainee with tricky bits in it ...

4. She would unobtrusively answer any technical questions the trainee teacher asks her, right there, in front of the students.

5. When the bus trainer and the apprentice driver went off for their tea at the depot they will naturally have chatted about the route they both experienced from parallel perspective. What a marvellously equal and normal relationship

compared to many a trainer-trainee feedback session! If trainee and trainer have both taught the lesson, with the trainee as a sort of younger sibling, then the subsequent conversation has the chance of being well-bonded and relatively barrierless.

Maybe you have trainees who would prefer it if you co-taught the odd lesson with them, partly sharing in the implementation of the lesson plan (if you are working within a traditional frame*). Maybe some trainees would love to openly refer to you for help when they get to a difficult bit of their lesson.

The London bus-driver trainer model might be one more string to your bow, to be selectively used with some trainees.

* For some teachers the existence of a lesson-plan is a refusal to negotiate content with the learner group.

JOURNAL EXCHANGES

"The Teacher Trainer" has arranged journal exchanges with

IATEFL Newsletter (UK)
English Language Teaching Journal (UK)
Cross Currents (Japan)
English Teachers' Journal (Israel)
Modern English Teacher (UK)
RELC Journal (Singapore)
The Portuguese Newsletter (Portugal)
Forum (USA)
Practical English Teaching (UK)
Focus on English (India)
TESOL Newsletter (USA)
ELT Journal (OUP)
ETAS Newsletter
Cultura Inglesa: News and Views (British Council, Brazil)

and is abstracted by 'Language Teaching', The British Education Index, the ERIC clearing house and Contents Pages in Education.

USING ACTIVITY CARDS ON TRAINING COURSES FOR LANGUAGE TEACHERS

Martin Cortazzi

Activity Cards - What are they?

Activity cards are blank playing cards, or 'flashcards' of about the size of an ordinary envelope, on which key words or brief sentences are written. They have several uses in teacher training sessions: they can be distributed, matched or sequenced, and can be used to involve trainees in the content of whatever is written on them. They can also be used to simulate or model aspects of language learning. This article outlines the use of five sets of activity cards. Each set illustrates an activity which takes between 30 and 40 minutes of class time.

Activity One - Vocabulary Cards

The trainer writes on the cards a range of terms which are useful when discussing ways in which vocabulary can be organized: synonymy, antonymy, hyponymy, formality, collocation, cognates, false friends, euphemisms, etc. Add other key words which summarize important aspects of learning vocabulary: frequency, repetition, context, usefulness, visualization, personal association, use of dictionaries, and so on. This makes the set of 'vocabulary cards' - cards with key terms about organizing and learning words as a foreign language.

In the class, the trainer holds up a card, defines or explains the term, says why it is important in learning vocabulary and gives an example of its use. Alternatively, a trainee could do this, if someone in the group is already familiar with a particular term. The card is then given to a trainee while the trainer (or a trainee) explains the next term. When all the cards have been distributed, trainees get into pairs or groups and share their understanding of the terms with each other. They are encouraged to use their own examples to illustrate the meaning. As pairs finish, the trainer swaps the cards around so that trainees explain other terms. Finally, the trainer displays - or hands out - the complete list for further discussion, questions and comment. Trainees are asked to reflect on the activity as a process of learning new words: Did the words have a useful context?

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USING ACTIVITY CARDS ON TRAINING COURSES FOR LANGUAGE TEACHERS cont'd

Did 'learners' use them productively? Do they understand the terms now? These questions draw attention to the 'loop' nature of the use of activity cards, where trainees, through a task, learn at their own level as future teachers, while at the same time reflecting on systematic parallels with tasks they may give to their own students (see Ref 1).

Activity Two - Language Learning Cards

In this activity each card contains a brief sentence about learning, for example, Learners should be involved. Some sentences are very brief, others are longer or more complex: Learning a language involves an opportunity to analyse it, consciously or unconsciously, into its constituent parts. The total set are illustrated in Figure 1. (Some items are drawn from Ref 2 and 3, both of which are worth consulting).

First, the cards are distributed among the trainees, so that each receives two or three cards. Trainees are given several minutes to read and reflect each of the statements on their cards: What does it mean? Why is it important? Do they agree with it? Can they think of an example? They should not write anything at this point, but are asked to memorize the words, or at least the gist of what is written. The trainer encourages them to work out the meaning of the sentences for themselves, even if this is not clear at first.

Next, the trainer collects up the cards. Now the trainees circulate around the room: the aim is to talk to as many other trainees as possible to find out what was on all the cards. Trainees tell others what was on their own cards and mentally collect what others say was written on their cards. After ten or fifteen minutes, the trainees are asked to sit quietly and write down as much as possible about learning, using the information just gathered.

Finally, the trainer displays the list of the original sentences, or distributes the list as a handout. Inevitably there is discussion about how the information changed, about the role of meaning and memory in learning, and about the importance of activity and interaction. In international groups there is also bound to be discussion about the cultural interpretation and validity of some of the

statements. Among members of one group I recently worked with there was a lengthy and thoughtful discussion about "Learning involves creativity" and "Learning involves taking risks". Activity Two can be contrasted with Activity One: How was the information presented? Does one activity represent deductive learning and the other inductive learning?

Figure 1

Learning should be active.
Learning involves practice.
Learning involves repetition.
Learners should be involved.
Learning involves creativity.
Learning involves forgetting.
Learning should be enjoyable.
Learning should be interactive.
Learning involves taking risks.
Learning involves making mistakes.
Good language learners attend to form.
Good language learners attend to meaning.
Learners need a lot of listening before speaking.
Everybody is a learner and everybody is a teacher.
A learner's attitudes affect the development of motivation.
Learning should be economic - exchanging time for experience.
Good language learners monitor their own and others' speech.
Language learners vary in their productive and receptive skills.
Learning a language involves an opportunity for new skills to be practised.
Learning a language involves an opportunity for new items to be remembered.
Learners learn to say things when they have a reason for wanting to say them.
The more motivation a learner has, the more time he or she will spend learning a second language.
Learning a second culture in all its ramifications is often very much a part of learning a second language.

Learning a second language may be associated to varying degrees with the development of academic language skills.
Learning involves meaning, and meaning involves choice; therefore learners should be given access to communicative choices.
Learning a language involves an opportunity to analyse it, consciously or unconsciously, into its constituent parts.
Learning a language involves an opportunity to learn how its constituent parts are recombinable grammatically into larger units.
Learning a language involves an opportunity to learn how its elements function in linguistic and non-linguistic contexts.
Learners learn when verbal material and non-verbal images are actively present in their minds at the same time.

Activity Three - Language and Culture Cards

This set of cards gives examples of a cultural concept which is likely to be unfamiliar to many trainees. Even if it's familiar, the cultural nuances are probably different from trainees' experience. The activity models what it is like to try and make sense of an unfamiliar cultural concept: one thinks one has understood it, but on encountering an unexpected use of the concept one suddenly realizes that only a part of it has been grasped, if that!

The set of cards illustrated in Figure 2 are instances of applying the Iranian cultural concept of "Ta'arof", which will be explained later. Cards are numbered, and each card has one sentence.

First, the cards are distributed to trainees, one or two cards per person. They are asked not to show anyone else their card, but to read and think about what is written on their own.

Then trainees take turns to read aloud what is on their cards, starting with card 1. After five or so cards, the trainees are asked to stop for a moment and write down their idea of what Ta'arof means: "I think Ta'arof means ... because ..." Then five more cards are read, before trainees again write down what they think Ta'arof means. When all the cards have been read, trainees write their final conclusions about Ta'arof.

In twos and threes, trainees now share what they have written. This is later followed by a whole group discussion: How easy was it to understand the concept? Are there some English concepts like this? Which English cultural concepts are difficult to explain? What does the activity tell you about learning vocabulary or about learning to understand culture? Trainees will quickly see that they can make vocabulary games for their own classes, based on the Ta'arof activity, by writing activity cards using a nonsense word instead of the name of a familiar object or idea. The reader might like to read through the sentences for the set of cards in Figure 2 and work out what Ta'arof means before checking the explanation below ...

Figure 2

1. Be careful about Ta'arofs when you go through doors.
2. If you don't know about Ta'arofs you will probably cause chaos.
3. You should watch out for Ta'arofs when you drink tea.
4. A host or hostess with a Ta'arof will make sure that guests do not sit near the door.
5. A person with a Ta'arof will offer you a lift.
6. A teacher who doesn't recognize a Ta'arof will lose authority and control in the classroom.
7. A Ta'arof is one way of making sure that people mean what they say.
8. Ta'arofs are taught in the family but they can be seen everywhere.
9. With a large Ta'arof you will offer to buy the tickets for a group entering the cinema.
10. A person with a Ta'arof may offer you a present, naturally.
11. Using a Ta'arof shows that you are not greedy or selfish.
12. Someone offers you a gift - with a Ta'arof you refuse it, naturally.
13. Outsiders think that people with Ta'arofs are proud, hypocritical or constantly flattering others.
14. A Ta'arof shows that you are dignified and respectable, that you have status.
15. "May your shadow never decrease, and may your kindness ever increase", says a person with a Ta'arof.
16. A Ta'arof shows modesty, humility and that you recognize the status of others.
17. A Ta'arof may be given to someone without the exchange of money - but only if those concerned are of the same social rank.

Explanation: trainees are often puzzled during the activity, but usually conclude by the end that the Iranian concept of Ta'arof has something to do with politeness, compliments, propriety, correctness, ceremony and status, which is basically correct. Often a Ta'arof is a ▶

flowery phrase of greeting or thanks. It can be a gesture of generosity, such as paying for a meal, offering a lift, or buying cinema tickets for a group. On the other hand, it means refusing - at first anyway - gifts or food offered by others: to accept too readily would show pride or wanton eagerness. A Ta'arof can also be a gift given to someone of higher status, usually as a way of asking for a favour or expressing obligation or willingness to be of service. In essence, it has to do with status in interaction: showing modesty and humility in oneself, while according other high status, and thus it has a lot to do with "face". Since humility is a great virtue in Iranian culture, one can acquire status by publicly putting others first and making oneself lower. Thus, an Iranian may insist that others go through a door first, and does not accept food or drink immediately - but waits until it has been offered several times. William Beeman (Ref 4), defines Ta'arof as "the active ritualized realization of differential status in interaction. It underscores and preserves the integrity of culturally defined status roles as it is carried out in the life of every Iranian every day in thousands of different ways".

Activity Four - Vocabulary Explanation Cards

This activity leads trainees to practice giving explanations of vocabulary. One stage of it encourages quick thinking, as teachers often have to give explanations without warning. Each activity card has two or more words or expressions written on it. These words are of the kind often confused by some learners. The cards are distributed to trainees, who are given several minutes to prepare a brief explanation of the vocabulary items. Trainees are encouraged to think of different ways of explaining vocabulary: using demonstration, mime, pictures, objects, synonyms, antonyms, typical situations or examples of use, etc. (see activity 1). The trainees then give their explanations in pairs or small groups while the trainer circulates listening and supporting. When all explanations have been given, it is useful to have a second round: the cards are redistributed, but this time trainees ask their partners about the vocabulary items. Their partners are asked to respond immediately after hearing the words, as language teachers often have to respond in this way to answer learners' queries. (They might, of course, say that they will think about it and tell the learners later, but this sometimes leaves students dissatisfied.)

Figure 3

to squat - to crouch
to eject - to reject
to argue - to quarrel
to linger - to loiter
to amend - to restore
to shuffle - to stagger
to preserve - to retain
old - senile - venerable
shy - embarrassed - ashamed
honest - frank - blunt
puzzled - baffled - confused
alone - lonely - independent
appealing - attractive - stunning
surprising - astonishing - staggering
to trick - to cheat - to rip off
to steal - to pilfer - to pillage
to pick on - to condemn - to criticize
to divorce - to split up - to fall out
to compliment - to flatter - to be polite
to regret - to apologize - to make an excuse
antiquated - antique - run-down - outdated
pleased - delighted - thrilled - over the moon
flash - gleam - twinkle - glitter
fate - fluke - coincidence - lucky break
bag of nerves - flustered - wound up - ill at ease
irritating - frustrating - a pain in the neck - the last straw
to bear in mind - to be in two minds - to weigh the pros and cons - to take into account

Activity Five - Learners' Strategies Cards

In this activity the trainees are asked to consider the views of learners about vocabulary and other aspects of language, and the learning strategies adopted by them. The activity cards focus on Chinese learners of English, as a case study. Each card contains a brief quotation in which a Chinese user of English reports how he or she learnt English (adapted with permission from Ref 5). Although each card features a different individual of a different age group or occupation, the cards as a whole reveal a number of common Chinese learning strategies.

The cards are distributed to individual trainees. They are given time to read through them and are then asked to prepare 1) a brief comment summarizing how the learner goes about learning English vocabulary and 2) advice they would give to the learner. In doing this they are asked

to consider building on the learners' strengths, but to be prepared to suggest alternative learning strategies, bearing in mind what they understand about recent approaches to teaching vocabulary. Then in pairs or small groups trainees give comments on the cards.

After some discussion in pairs or groups the trainer might bring the whole group together. Were there any similarities in the learners' reports? How do the learners' strategies fit in with communicative or other approaches to language teaching? Was there any common advice which they would give? Have they come across parallel learning strategies among other groups of learners? The trainer may see this as a useful moment to share his or her own experience of teaching different groups of students. It may also be an appropriate time to review recent approaches to teaching vocabulary or recent research on learning strategies.

A variation which can usefully follow such discussion is to use these activity cards as role playing cards. Trainees work in pairs: one has the role of a language teacher, the other is a learner. The 'learners' each receive an activity card. They read the card and try to think themselves into the position of the learner who made the statement on the card. They can imagine any background information which is relevant. They then explain their views about language learning to the 'teachers', who should reply in the light of any recent thinking about learning which they have encountered on their training course. The 'learners' may then modify their views, or not, depending on how far they felt convinced by the 'teachers' explanation.

Figure 4

"I seldom take down vocabulary words. I always think if I write it in a notebook, I'll come to depend on it ... But when I have nothing to do, I flip through the dictionary, enjoying and appreciating on the one hand and discovering on the other. I especially like 'A New English-Chinese Dictionary'."

"I tried to read everything in English that I could. But I never made an effort to remember words by rote, even though I always read and re-read the lessons, stories and essays which I had managed to understand, to familiarize myself with the meaning, spelling and usage of the words and expressions in them. Now we know that trying to retain words out of context is a largely ineffective approach. For each person, the method of others can only serve as a reference. You don't have to imitate others. You have to slowly develop the study method that suits yourself best."

"If you want to learn English well, you must watch a lot of movies, but there is one condition: You have to remember four or five idioms from each movie. After checking them in the dictionary, keep your notebook in your pocket and look at it when you have time. After a year, you'll have a few hundred idioms ...In 'The Devil's Brigade' a character used the American slang, "I can lick you in a race." In the same movie, William Holden told a major to train his troops well by saying, "Major, lick them into shape."

"One way to increase word power is to constantly read anything you can lay your hands on and look up the words you don't know in the dictionary. There are many advantages in using an English-English dictionary, the most valuable being that it trains you to think in English. Here is the fastest way to improve your use of the language. Get yourself a simple English-English dictionary. Spend some time every day to look up in it a few words which you know very well, such as "rain, camera, healthy". When you read the dictionary explanation, it is quite likely that you will read the words straight through without thinking in Chinese at all."

"When I'm reading a book, I read it for enjoyment. I don't stop to look up a word in the dictionary because that may interrupt my interest. But if one word keeps appearing and you just cannot guess its meaning, I think then you should look it up because you are too curious. Then I think it will make a deep impression on you."

"In learning other languages, I depend on rote memorization. Turkish is even harder than English. Things to read (in Taiwan) are few. There aren't any novels, so I depend on dictionaries. I don't know how many times I've read my Turkish and Manchurian dictionaries from beginning to end because I find in them a lot of important things. I strongly advise students to frequently read through dictionaries. If you don't remember a word the first time, look again, over and over, try again. After a long time, you'll be able to remember it more easily. But at the start, you have to be persistent."

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USING ACTIVITY CARDS ON TRAINING COURSES FOR LANGUAGE TEACHERS cont'd

"In learning any language, the hard work you put into it yourself is still very important. What I mean by hard work is things as trivial as using a dictionary and reading a lot ... The English language has a lot of idioms. If you don't use them, you can't capture the flavour of the language. It's the same with using words. It's the same, but you still have to rely on memorization. There's nothing that doesn't depend on memorization ... Memory ability depends on one self. Taking notes also helps memorization, of course. Take notes at any time and any place, because the best memory is no better than the palest ink."

"At school my teacher wanted to memorize vocabulary words, the next day you had to say them out loud in class. I developed the habit of doubting everyone's pronunciation. So all the words I can pronounce are a result of checking dictionaries. At home I have a dictionary, every single page of which has been blackened with use. You have to memorize a lot of vocabulary words. If you haven't learnt enough vocabulary words what you say will be incomplete."

"I bought an English-Chinese dictionary with half a month's salary to learn the language. If your goal is to converse with foreigners on general topics, it isn't hard to achieve. Two thousand vocabulary words should be adequate. To learn 2,000 words is not difficult. It would only take you a year if you were to memorize six words a day. But you should realize that if you learn ten words, you will actually only be able to pull out of your memory and use two or three of these in a given situation. So to have mastery of 2,000 words, you must learn at least 6,000."

"This little notebook always sits on my desk. After coming across a word I don't know and looking it up in a dictionary, I record it blindly in English. If you use English to explain the new words in your notebook, you can increase your ability to comprehend and apply English. Two things have helped me most. The first is, when I see a word, I read it and sound it out. The second point is, if you use English in correspondence, your progress will be great. If you start reading novels and such when you first learn English, they will also be a big help to your understanding because they can stimulate your interest."

"I learnt one thing from my professor at the university. When he taught us about a novel, he would ask a student to stand up and pick out from a page one word which had the most to do with this book. This was a great challenge. It nurtured my sensibility to words. I do not carry a notebook. If I see a word while reading in a bookshop, I write it down on the palm of my hand and enter it into my review cards when I get home. I have prepared more than 10,000 cards, all categorized. When I'm free, I play solitaire with them, because browsing is better than memorization."

"I began reading Western novels in college. One of my methods for learning English was to look up all the new words I came across. Many people are against this method but it has helped me a great deal. If you don't look up a new word, you can't follow the story and it leaves a blank in your mind. When I watched films on T.V., I also made sure that I understood every word. I noted down all the slang."

"In one sentence: Learn ready-made idioms. In hundreds of years of development, many English idioms were formed. Within the idioms themselves there is grammar. Grammar is the bone while idioms are the muscles. We tear them apart and then ask the students to put the muscles back on the bones. The result is often not the same as the original. Foreigners have ready-made idioms. So why don't we take them over and use them? Why do we invent them without the least knowledge of what they should be? Foreigners never spoke like this before, so they don't understand what you mean and cannot imagine why you talk this way. Chinese say "I have something on my heart". If you tell an English speaker that, he'll probably think you have a tumour or something. You should say "I have something on my mind."

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DO-IT-YOURSELF LANGUAGE CLASSES FOR NON-NATIVE-SPEAKER TRAINEES

by Tony Luxon

The following is a description of a course which was initiated on the Senior Middle School Teacher Training Course (SMSTTC), an INSET project at Guangzhou Institute of Foreign Languages, China, in 1991. It originated because of sheer expediency, but it soon emerged that there were possibilities which had not been immediately apparent.

Background to the project

As part of their language development, the trainees had an oral course. It was intended to last for one term but we felt, as the trainees had appeared to have benefitted in terms of fluency from the course, that it would be a pity to end it there. The only problem was that the teacher time just wasn't available for another full term. In the second half of the second term, trainers were required to supervise dissertations, so there was nobody to take on the oral class. What should have been obvious immediately, but took some time to discover, was that there were plenty of teachers available; thirty nine Senior Middle School teachers, to be precise. If the teachers wanted the class to continue, they could do it themselves!

It has to be stressed that this was not intended to be teaching practice for the way the teachers would teach in a senior middle school. This was not micro-teaching in the sense that fellow colleagues would be required to role-play middle school students. If it had been micro-teaching in that sense, then the whole enterprise would have been different. There were certainly spin-offs in terms of teacher training as will be discussed later on, but the main aim was to continue an oral class using the resources of the trainees themselves. Furthermore, the emphasis would almost certainly be more on fluency than would be possible or even perhaps desirable in a middle school. Until then, it had been more of an oral fluency course than anything else, with only minimal error correction by the teacher. Whether the trainees themselves would continue this trend or not was not foreseeable. If they wished to concentrate more on accuracy at this point, then that was their choice. They were after all thinking of the needs of the students because they were the students.

The brief was relatively open. The trainees who ran the sessions could use reading or listening material as input, but the emphasis had to be squarely on oral practice. Their own middle school text book could be used if the students so wished, but it was understood that the trainees would not be playing the role of their own students in middle school.

How the Sessions Worked

The sessions were run in this way. For each class, there was a group of three trainees who would perform different operations in rota. Trainee one would teach the first activity. Trainee two would be observing the activities of the students and taking notes on the progress of the class, and at the same time making note of any errors which could be dealt with in the feedback session at the end of the class, using whatever techniques they had developed on the course. Trainee three would be operating a video camera.

After the first activity, the trainees would exchange roles, trainee one taking over the note-taking, trainee two taking over on the video camera, and so on, until by the end of the class, all three trainees had performed all three roles.

After the class had finished, the three trainees reported back to the lecturer, briefing him on how they felt the class went and what they had learned from the experience. Within a week or so, they were required to give the lesson plan and a report on the lesson to the trainer. Later, the whole class, plus the trainer, would watch the video and make further comment. Errors which had been missed by those people running the class could be picked up by the trainer and dealt with.

It was stressed before the beginning of the sessions that the classes depended on cooperation among all of the trainees, so they should be as supportive as possible to the groups who were running the classes.

Before each session, the trainees discussed their lesson with their trainer who could offer advice if any were needed, but the planning of the classes was their own responsibility and the trainer kept his hands off as much as possible. The main ▶

area of concern for the trainer was the operation of the video camera. It has to be said, as most people using a video camera will probably verify, that this was a great source of motivation; the trainees hadn't seen themselves on video before and this made them quite excited. I don't think this aspect should be underestimated; as they were doing the class themselves, any kind of motivational element was desirable, and curiosity is as powerful a drive as anything else.

Possible Problems

There were a few difficulties to overcome. First of all, the trainees were teachers in their own right, and had authority in their own classes, but it was different in the institute. They were now language students, and in this environment, they felt in a different position; here, they did not have the same power as in their own classrooms. This feeling of diminished power, I think, could inhibit anybody.

Secondly, the kind of teaching the trainees were expected to do was rather different than they had been used to doing in their own classrooms. So, although they had had experience of teaching, it was not the same kind of teaching, and they were not sure that they could do it. They experienced, I am sure, the same kind of nervousness that novices all experience when they first begin to teach.

Thirdly, they were teaching people who were both their professional colleagues and their friends. This presented difficulties of self consciousness, but it also gave them some comfort. They were all in it together, so to speak. We also wondered whether it would be difficult for younger teachers to teach their older colleagues, but this did not turn out to be a problem. This might have had to do with the fact that the teachers were in a team of three, and there were both older and younger teachers in each team.

Materials Used in the Sessions

As the classes got under way, another positive factor appeared. Again, it seemed so obvious that we wondered why it wasn't thought of before the classes started. Before the course began, the trainees were circulated with various pedagogical syllabuses and contents pages. For example, they were given the contents pages of 'Speaking Personally' (Porter-Ladousse), 'Functions of English' (Jones), 'Advanced Communication Games' (Hadfield), 'Notions in English' (Jones), and 'Discussions that Work' (Ur), which they could use as a guide for the kinds of things they could teach. If they wanted, they could also use lessons from these books, although it was indicated that it would be preferable if they created their own lessons and material. As it turned out, the trainees preferred to make their own lessons. This was due to a mixture of pride in their ability to make their own material, and a sense of achievement that they had created something of their own, another powerful motivational factor. There was always the facility to use material from other sources if need be, but once the process was under way, the trainees felt that it would be less satisfying to do this, especially as all their colleagues had made their own.

So, this was the other positive by-product that wasn't obvious before we began; the trainees were generating a large body of material, specially made with the interests of their peers in mind. As oral teachers are constantly looking for new material which is appropriate to the needs and interests of their students, this was an ideal situation for its manufacture; in this case, the material was actually made by the students themselves.

At the end of each class, the trainees were required to give their material to the trainer, who would then put it into the computer where it would be available to other trainers and trainees involved on the course in future. There were two classes with six or seven teams of teachers in each class, so over the weeks, thirteen or fourteen sessions or original, specially designed material were generated.

This is another aspect of the course which was different from the normal micro-teaching programme; it was real. This was not secondary role-playing either by the teachers of the session or by the students in the session; the trainees were getting their oral class and these activities could be used again at another time. They were developing their language skills by using their pedagogical skills.

Most of the trainees were quite confident at the outset. They were already teachers and so first night nerves were not the problem it was thought they might be. If a teacher was nervous, they had their other two colleagues to rely on for support. Once the classes got under way they had a

momentum of their own and for the most part turned out to be successful.

The activities the trainees used were varied, with lots of role-play, information gap, pair and group work as well as whole class discussion, debates, competitions and games.

The materials they made were topic based, and as we had been following a functional/notional approach previous to the sessions, this was a welcome development at this stage. The topics were all relevant to their own concerns.

Here are some of the comments from the reports they gave after each class.

TOPIC: Travel in China

On the whole we think we got along well with the class. Our introductions were short but to the point, our instructions were concise and clear, so were our conclusions. We tried to speak English as clearly as possible, so that it seemed that none failed to understand our instructions. By giving the class ourselves we find that we can benefit a lot. We can gain teaching technique as well as our basic skills in speaking and listening. We can also find problems in our teaching. Then we can find ways to solve those problems.

TOPIC: The New Image of the Chinese Student

The topic was familiar to the students so it aroused their interest to participate. All of the students were active in speaking. However, during the activities, some pairs or groups concentrated on only one aspect of the task, which made it difficult for their talk to go on. As teachers we should have made a better lead-in.

TOPIC: Talking about the Past (Spring Festival)

During the oral practice I walked around the class and helped those who had any questions to ask. I felt very excited when I saw them talking freely without pausing. All of them worked hard.

TOPIC: Sports

We think giving lessons is a good way to help us master not only teaching methods but also to give us confidence to speak English publicly.

There are many other positive comments, too many to include here.

The Role of the Video Camera

The incentive for the trainees to do the classes was increased by the idea of seeing themselves on the screen for the first time. One particularly telling aspect of the use of the video camera showed through after one class. This class did not go too well. It was one of the only classes that was more teacher-centred than student-centred, but it was also obvious that cooperation was not forthcoming from certain members of the group. This became evident as the trainees watched the video. As there were two classes and both of them watched each others' videos, it became clear that one of the classes performed much better as a whole than the other, and this made the people in the other group rather uncomfortable. The video had raised questions concerning the cohesion of the group in general. Consequently, there was a discussion with one of the trainers in which the question of group morale was raised. The trainees realised that something was wrong and decided to do something about it in general terms. The next class went extremely well and all the trainees were very active.

Further Developments

Subsequent to the oral course getting under way, the trainees came to one of the coordinators expressing a wish to conduct their own reading classes on top of the ones they were already receiving from their trainers. They are now doing this. Each week one of the trainees takes on the responsibility of preparing the material and giving the class. They have also asked for listening material, in order to do the same thing with that next term. All this is supplementary to their original course, so they are getting about four hours extra English per week. So, as well as their regular classes, the trainees will have supplementary listening and reading classes conducted by themselves.

There would appear to be other possibilities in this approach within all the skill areas. There is plenty of reading, writing, and listening material which could be self-taught in this way. Material which is intended to be either taught in class or used for self access may be used. For example, 'Study Listening' by Tony Lynch can be used for self-access, but in view of the activities contained in the course such as pre-listening discussions, pair work and group work, it would be far

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DO-IT-YOURSELF LANGUAGE CLASSES FOR NON-NATIVE-SPEAKER TRAINEES cont'd

more satisfactory if a teacher were available to coordinate the activities. There is no reason why this cannot be taught by the trainees themselves. Through the experience of teaching the material, their awareness of the aims of the material would be enhanced. Writing courses with keys, such as Academic Writing by Jordan or Study Writing by Hamp Lyons and Heasley could also be used, as could Effective Reading by Michael Swan. An integrated approach could easily be accommodated by, for example, the 'Headway' set of materials. If trainees end up creating their own material, then so much the better, but learning how to use books in this way is also a valuable experience and through using them, they could develop their own material more coherently.

As far as teaching their own classes is concerned, the situation is different from this one. Instead of twenty mature teacher trainees, they would have between fifty and seventy adolescents to teach. However, this kind of activity has given them insights into the problems which might occur and the aspects they should pay attention to whenever and wherever they teach. This experience, coupled with the teaching practice they will undertake in the local middle school will, we feel, help them in their future teaching assignments.

This kind of programme may not work in every situation. If the group is not cohesive and the trainees lack motivation, then the project might fail. However, group cohesion and motivation might actually be enhanced by the process as has happened here.

In the ODA sponsored 1991 Advanced Teacher Training conference in Nanjing, one of the recurring themes was the desirability of the combining language development with methodology, and of paying attention to both process and product. What could combine them more than the trainees really teaching themselves?

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DON'T GO SEE FOR YOURSELF - LET THE TRAINEES TEL.L YOU

by Judith Wilson

About four years ago we became involved in inservice training courses for groups of secondary English teachers from Mozambique. The courses were held in England at Bell College because of the difficulties in providing accommodation and facilities for such courses in Mozambique.

A pre-course visit to Mozambique allowing discussions with the education authorities, visits to schools, and observation of classes by the potential trainees would seem to be advisable when planning such a course. In fact this wasn't possible. At the time this seemed a pity, but looking back I'm not so sure. Since neither I nor my colleagues had been to Mozambique, the course was planned on the basis of the information we were given by contacts there, the lessons we had learned from other African Teachers' groups who had studied at the College, my own experience of teaching in Africa, and, most importantly, from what the Mozambican teachers themselves told us. During the course we had long discussions and arguments about every aspect of teaching from the size of a typical blackboard to the Ministry of Education's regulations on testing. It was often hard to come to any agreement, but the discussions on the best substitute for chalk when it ran out (pieces of cassava) the possibility of a secure place for storing badly needed textbooks (the Headmaster's office) not only allowed us to build up a very detailed picture of their teaching situation but also allow the teachers, often very isolated in their widely spaced schools, to share their own experiences with one another. It was not until over two years later, after the completion of two courses, that I went to Mozambique. I visited six of its ten provinces and met most of the Mozambican teachers I had worked with in England.

Once I was in a Mozambican classroom, of course I saw gaps in the courses we had given. We had known about the large classes - they were the teachers' chief complaint, together with the almost total lack of teaching materials. In fact quite a lot of the classes weren't so large, they had forty or fifty on the roll but maybe fewer than thirty in the room. However, there would be a different combination of students the next day, so it would really be easier to teach a class of fifty regular attenders. What none of the teachers had defined as a problem was the range of different levels in each class - the lack of English teachers meant that in most higher classes there were students who had one, two or three years English. Teaching such a wide range with few or no resources is a problem we shall have to address directly as it seems that it is going to be with the teachers for some time. None of the teachers had mentioned that students are expected to stand every time the teacher addresses them, and not to sit down until they are given permission -maybe a minor point but one which has enormous implications for classroom dynamics. We knew about the large number of hours a teacher might work - but hadn't realised that the same lesson might be given to seven or eight different classes, which suggests that more time can be given to lesson planning and preparation of simple visual aids. We had discussed the professional isolation of the teachers but it was not until I travelled the huge distances from one school to another that I realised this fully.

The main question we had asked ourselves in England was how far the teachers would be able to apply the procedures we had practised in a peer group teaching situation to a real classroom with forty or fifty students. There were successful lessons and less successful lessons, but the individual weaknesses I saw when I observed lessons were not really surprises. The problems I saw in control of the target language, pace, and the giving of clear instructions were ones we had discussed with the teachers concerned after peer-teaching sessions in England. It did make me feel that we should have confidence that these are real problems and not just a product of an unrealistic teaching situation. The most positive thing I saw was that greater confidence in what they were doing seemed to allow the teachers to adopt an approach that did not have to rely on fear to establish discipline, and that allowed them to be themselves in the classroom.

All in all, I don't think that a pre-course visit would have been preferable to the experience I had. The whole of the first course was an information finding exercise

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DON'T GO SEE FOR YOURSELF - LET THE TRAINEES TELL YOU cont'd

- and each time we repeat the course it changes as we learn more, and also because each new set of participants has gelled into a different group with its own strengths and needs. The fact that the participants were our main source of information gave a priority to their statement of their needs and also probably led to higher expectations on our part which I think in the long run were justified.

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THE ACTION PLAN CYCLE: A way of integrating the classroom and training course sessions by Sheila Estaire

The question of helping and encouraging teachers to actually apply ideas from in-service training courses in their classrooms is one that has concerned me for a long time. In 1990, in an attempt to avoid these ideas remaining simply as "inert ideas," (Ref.1) never put into practice and most probably forgotten after a relatively short time, I developed the ACTION PLAN form shown in Fig. 1. It is divided into a REFLECTION column on the left, with questions to help structure the reflection phase, and a WRITING column on the right, with space for teachers to jot down ideas they want to make sure they don't forget and ways of applying them in the classroom.

ACTION PLAN

Title of session
or other source:

Date:

What have I learnt?

How

can I

apply

it?

INITIAL (BRIEF)

ACTION PLAN
FOR THE CLASSROOM

AND/OR

Action plan for
further reading, thinking
.....

WRITE

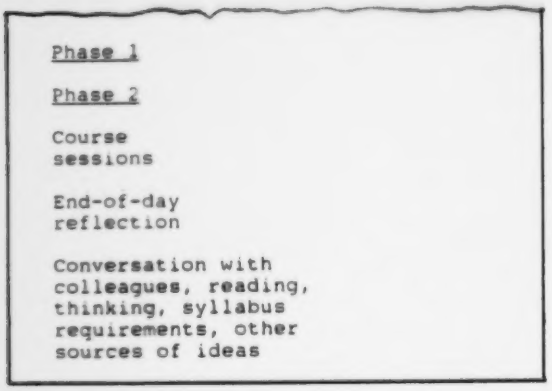
BRIGHT IDEAS!

Point(s)/ideas(s)/
technique(s) springing
from the session

I'm going to ...

Sheila Estaire
(illustrated by Natalia Llave)

BEST COPY AVAILABLE



On our in-service courses, at the end of each day's sessions (4-6 hours), teachers have 15-20 minutes to themselves to work individually in an informal and relaxed way during which:

- they reflect on what they have got out of the sessions and jot down the main points
- they reflect on ways they would like to apply these ideas in their classrooms and jot down a brief initial action plan
- they make a note of any points they would like to read/think about and/or discuss further

Teachers can of course finish writing their action plans at home if they run short of time in the training classroom.

The next time teachers come together again, the first thing they do is to spend 10-15 minutes sharing their action plans in pairs or small groups, and adding any new ideas that may crop up as a result of this group talk. The talking normally happens with teachers standing up and walking around the back of the room.

Action plans are not generated only by sessions. Teachers are also encouraged to write them for any ideas springing from their own reading, thinking, conversations with colleagues or any other situations, as shown in fig. 2.

The first year I used this framework there was an implicit invitation to put action plans into practice (actioning the plans in the classroom) and in fact many teachers did so quite regularly and enthusiastically, but I felt that much more could be got out of phase 2 if it was better structured. This led me to carry the action plan cycle several steps further, as shown in fig. 3.

FIG. 2

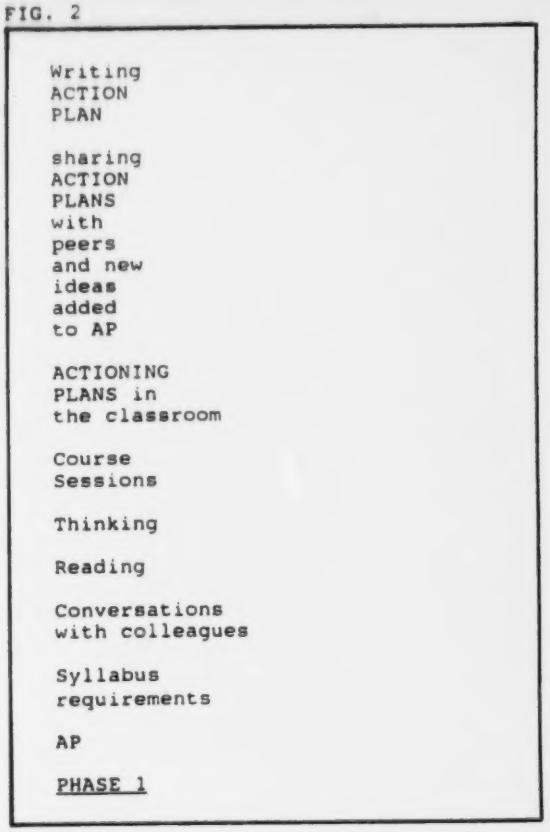
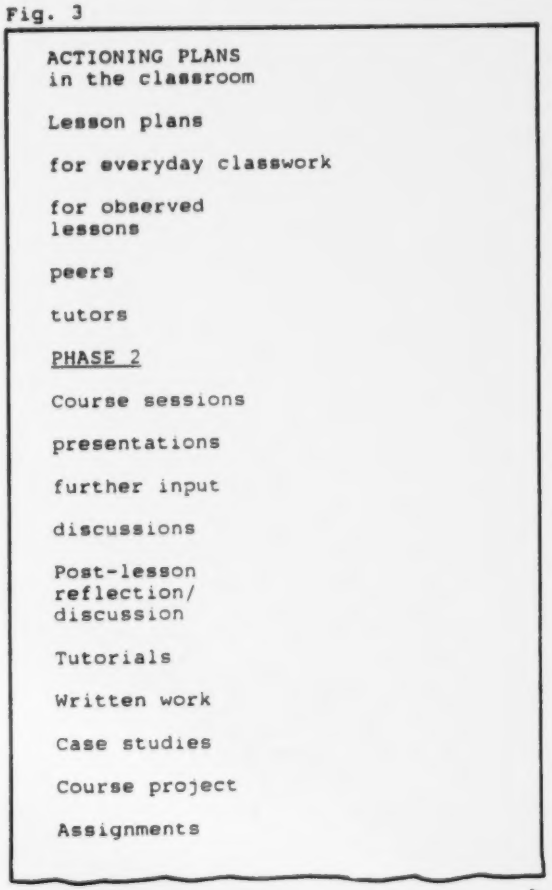


Fig. 3



Written
reflections
on lessons
taught

Record of APs
implemented

classwork

Course project

Developmental
profile

New APs

follow-up lessons

When structuring phase 2, my main objective was to complete the cycle by providing opportunities for action plans (APs) to feed into other course sessions. The idea was for teachers to share the classroom experiences generated by their APs, clarify any hazy areas with colleagues and tutors, and develop ideas further during sessions specifically timetabled for this purpose. For those groups of teachers doing UCLES/RSA COTE courses (Ref.2) there was a further objective: to link action plans as closely as possible to other course components: teaching practice, tutorials and written assignments. This is shown in fig. 4.

Course

Classroom Experience

fed back into

Action Plans

written

Action Plans

implemented in

the classroom

Fig. 4

This year teachers on COTE courses are encouraged to action their plans as an on-going process

- through their everyday classwork

- through lessons observed by their tutors, within the teaching practice programme.

When the latter happens, teachers specify action plan aims in their lesson plans. During pre-lesson discussion of lesson plans, teachers have an opportunity to discuss with their tutor these specific action plan aims and ways of implementing them. After the lesson, they are one of the areas to be analyzed and commented on by both teacher and tutor, either in face-to-face chat or in written exchange of comments (teacher writes to tutor, tutor comments on teacher's comments plus any other relevant points) (Ref.3). Teachers have Action Plan Record Sheets to help them keep a record of plans acted upon, and comments on what actually happened in the classroom. They are encouraged to refer to them whenever relevant in their written assignments, which always have an element based on classroom-based work.

Next year teachers doing the UCLES/RSA DOTE (Ref. 2) course will use their Action Plan Record Sheets as the basis for writing their own Developmental Profile (Ref. 4) towards the end of the course. In this profile they will describe, analyze and illustrate their own professional development - innovations and changes - over the period of the course. As a starting point for looking into this development, teachers will be asked to produce a piece of writing at the beginning of the course, describing their teaching situation, teaching practice and beliefs, and indicating some of the areas in which they would like to see some change.

I have great faith in the action plan cycle as a valuable instrument to help us ensure that in-service courses produce change in the classroom, and as an effective vehicle for actually bringing the classroom into in-service courses.

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3. Post-lesson exchange of written comments was incorporated into our COTE framework by my colleague Cathy Myers

4. Thanks to Ian McGrath for this idea.

A FEAR CLINIC
by Patrick Philpott

This is an account of a series of activities I set up on a course I am leading at the Institute of Educational Science, here in Cordoba, southern Spain. It is a 30-hour course, in three-hour sessions on Saturday mornings, spread out from November 1991 to May 1992. It is designed for experienced non-native English teachers who feel they need a breath of fresh air - hence the title to the course, "A Refresher Course for Tired Teachers" (with acknowledgements to Chris Sion - see Ref 1). The theme for these activities was Fear. The theme was perhaps not one to be expected on a training course - I certainly do not recall hearing of its use on other courses. However, I felt it was highly relevant even for teachers who had been in classrooms for years. Fear has definitely existed at all stages of my own teaching career, and, of other teachers I know too. It causes varying degrees of stress and unhappiness and, what is more important, prevents teachers from doing things they would like to do in their classrooms. For example, it prevents us from being different from other teachers, trying out new ideas, admitting that we don't know all the answers. In short it prevents us from being ourselves. It can reach the extremes a young teacher was telling me about recently: she often has to have a glass of something strong to help her to get to sleep at night - and after she told me about her classes I wasn't surprised!

While not reaching that pitch (at least for the last 20 years or so), I still feel afraid, or at least apprehensive, whenever I go back to teaching after the holidays, when an apparently sound lesson-plan starts to founder and, above all, whenever I am going to do something new and important to me. The physical symptoms are unmistakable, and there are times - not many, thank goodness! - when I just can't go through with it. I skip the whole idea and revert to something less ambitious. However, on the positive side, I feel that if I did not go through these crises, it would be a sign that I no longer found the job challenging, or was just not trying any more.

Teachers, however, do not often mention the topic of fear. Many prefer to blame their feelings on their students' unruliness or low motivation, or their schools' deficiencies rather than their own reluctance to be innovative, or just natural. The first idea behind the "fear clinic", then, was to discuss fear as a perfectly normal, "respectable" emotion, that we all have, however experienced we may be. I then wanted to bring the participants' fears out into the open. In itself this would, I hoped, defuse the fears to some extent. Finally, we might suggest practical remedies for our fears. The problem was how exactly to approach the problem on this course, how deep to go, and how a group of relative strangers would take to the topic.

Before each stage of the clinic I planned activities which would create a climate of relaxation, hopeful enquiry and positive suggestions. Thus, in the first session, I led my introductory talk onto the subject of originality, pointing out how this often consisted of minor alterations to established classroom routines. As a practical example, we got into pairs and thought up new ways of taking the register. These were then explained and demonstrated to the rest. The point was also made that vicious circles in class can often be broken by changing one of the components of the process; for example, ignoring misbehaviour takes away the gratification the culprit seeks. Then, after a hectic game in which they had to learn as many of their companions' names as they could in two minutes, we did a neck release exercise from Joan Agosta's "Changing Energies" (see Ref 2). Only now did I introduce the topic of fear, mentioning that it had been a preoccupation of mine for some time, and telling them the story of a day a few months before when I had panicked in class through fear of revealing too much of myself.

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Next, I gave them sheets of paper and asked them to write their names on one side. They then had ten minutes to write down on the other side all the things they were afraid of in teaching. I gave them some deliberately vague indications of the things they might consider. They could write in their mother tongue (Spanish) if they preferred, or ask me for help with their English if they would rather.

At the end of the ten minutes, I collected in the scripts and we had our recess, during which with their permission photocopied the papers (without names) and tried to glean some idea of their content. At the end of that session, I commented briefly on some of the fears expressed, indicating that most of them seemed to be more worried about their own inadequacies than anything else. I also tried to make the following points:

a) fear is a perfectly normal emotion, and nothing to be alarmed at or ashamed of
b) the first step towards conquering it is to accept its existence
c) the next step is to talk it over, write it down, or somehow bring it out into the open
d) seeing other people's fears helps us to deal with our own
e) we would look, in a later session, for ways of overcoming some of our fears.

On reading the scripts more carefully at home, I got the distinct impression that a few people were clearly holding back; I seemed to have rushed in too soon with them. On the other hand, most of them had been very explicit about their fears, and some obviously felt them very keenly. The number of fears expressed varied from two to eight per person, with most putting down 4 to 6. The responses were extremely diverse, with a total of 43 different points made by the 29 participants. After grouping all these points, under more general headings, it turned out that the fears mentioned by most respondents were, in percentage terms:

58.6% feeling linguistically or methodologically incompetent

37.9% failing to motivate students

34.5% not achieving objectives, or not teaching well

27.6% difficult (ie awkward, too smart) students

20.7% losing control

17.2% starting lessons, new methods, new courses etc

13.8% rejection by students

10.3% testing

10.3% their image as teachers

10.3% getting bored with the job

Other fears were: making excessive demands of students, handling audio-visual aids and other materials, being a bad influence, going blank in mid-session, colleagues, and tension in general. I was struck by the predominance of fears arising from the teachers' feelings of inadequacy whether in the form of insufficient pedagogical training. On top of this, many participants clearly felt the system was against them.

I tried to accentuate the positive to the utmost in session 2, after what had inevitably been a slightly sombre first session on fears. Amongst other things, we did a guided visualisation of children during break, brainstormed the satisfactions of teaching, and played Charades. We did not mention the subject of fear.

Session 3 began with some lively circle exercises and some left-handed writing, designed to remove inhibitions, and access the right hemisphere of the brain.

Participants were then each given a slip of paper with a fear written on it; I had prepared these previously with a selection of trainees' fears plus some of my own, making up a total of 40. Each person was asked to reflect on the fear he/she had been given, and try to make it his/her own; they could ask me if they were not sure about anything. The important thing was for them to "personalise" this fear, to think how the person involved would feel it, and how this would affect his/her behaviour. Three minutes were given for this. Then they sat in pairs, and, for five minutes, A had to expound their fear to B. B was supposed to ask questions in order to find out exactly how it felt. Only when B really "felt" their partners' fears were they to volunteer any advice. The process was then repeated with the partners changing roles. The next, in plenary, comments were invited, and two people briefly described "their" fears and

commented favourably on the advice offered.

They then changed partners, each one taking with him/her their old partner's fear. The process of expounding and advice giving was repeated with the new partner. At the end several people volunteered to tell us about "their" fears, and comment on the suitability of the advice received. I wound the session up by basically recalling and extending the remarks I had made at the end of session 2 about accepting fear and bringing it out.

Although that was the end of the fear clinic as such, I did, in session 4, give the bare statistical results, and invited the group to surmise why I had done the circle and left-handed activities before the final stage. This led into a discussion of the brain hemispheres and related issues. Finally, in session 4, we began talking about classroom control, an issue with obvious links to the topic of teacher fear.

That, then, was my fear clinic. I am particularly interested in hearing from anybody who has done, or taken part in, or just heard of, anything similar. I should also be grateful for any comments from readers of "The Teacher Trainer" on how I conducted the business. I am still not sure, for instance, if I was too intense, or too superficial, in my approach. Furthermore, is it right to bring up an issue to which you have no professional solution to offer (I am not a trained psychologist)? Should I have concentrated, in the final stage, on 2-4 general or extremely acute fears, which might have been examined in some kind of plenary session? Most of all, what would you have done?

Patrick Philpott.
Cordoba, Spain.

References:

1) SION, Christopher, "Recipes for Tired Teachers", Addison-Wesley, 1984
2) AGOSTA, Joan, "Changing Energies", Pilgrims, 1988.

MODELS OF TEACHING PRACTICE AND FEEDBACK FOR TEACHER TRAINING IN TEFL

by Gosia Baker and Simon Hamilton

Introduction

EFL and Educational Perspectives

Educational researchers have highlighted an index of observable factors which go some way to contributing to an effective teaching situation. These include classroom management, general presentation skills, familiarity with audio-visual aids, general teaching techniques and self-confidence in standing before a class (Ryan:1960, Flanders:1970, Rosenshine and Furst:1973). Such research findings are obviously welcome and instructional, when one comes to consider the adult EFL teaching environment. Native-speaking teachers who enter the TEFL arena from a state school teaching background bring with them many of the skills traditionally regarded as part of the battery of a good teacher. However, these new apprentices often fail to see that there are some differences in type of course and needs of the new learner group. Some degree of modification of their current skills is necessary if they are to seize the advantages of systems of EFL teaching which in our circles have been independent of national curricula and their constraints, and have been able to develop as learner-centred and not result-centred systems. We have found that there are four main problems which affect trainee teacher performance:

The Four Main Problems

1) Teacher behaviour needs modification in proportion to the cognitive maturity of the group of learners. In other words, the way in which a teacher 'acknowledges student ideas' or 'accepts student feelings' will vary according to the age of the learners. Or at least it should do. Quite common among trainees who come from other teaching backgrounds is the apparent inability to differentiate - on a communicative

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level - between secondary and tertiary level learners. Needless to say, this can send the group dynamic awry and can cause adult learners to become detached from the lesson, since they do not respond well to being patronised.

2) Quite often it is assumed that instinct or one's native ability to use the language correctly will be enough to explain points which the learner finds difficult. The internalisation of native grammar and an understanding of the reasoning behind native speaker intuition are essential elements in the process of clarification of any false notions which will inevitably arise in class. Therefore, the trainee teacher is only courting danger if he/she engages in explanation of a grammatical area that they are really - from a pedagogical perspective - unfamiliar with. It is better to be honest about one's uncertainty than to insist on teaching something which is incorrect, particularly since what is covered - or uncovered - in class should have become part of the learner's language resource and ought to be available for spontaneous communicative activity outside class.

3) It can be rather daunting to stand before a class of continental university students and teach them something about a language that they are using everyday in their course studies. As a result, we have found that trainees tend to assume too much about the knowledge of their learners. Frequently there exists the false presupposition that one explanation is enough and verification of this can be gained by employing simple enquiry strategies like "Is that okay?" or "Does everyone understand?" with silence taken for an affirmative. Elicitation should be part of the process of interaction not just a formal stage in the lesson. Acting as a kind of consultant, the trainee should always try to vary the process of enquiry so that the learners become involved in the questioning on a communicative, interactive level. Elicitation should not be a unidirectional procedure. Checking strategies should be employed.

4) It is possible to employ techniques which shift the responsibility onto the learners without handing over control of the lesson. Quite often trainees who have come from a state school teaching background tend to hold very firmly to control. Part of this syndrome is displayed in the way the trainee divides out talking time in a lesson. Talking time includes all interaction. It can be enhanced if the trainee can resolve the difference between division of responsibility and sharing of responsibility. Perhaps asking the question, "How can I get learners to talk more?" can be reinforced by the advice "Change the classroom equation of talking time so that you are still in control but the class members are more involved in procedures that would have been yours in state school teaching."

Organisation of Teaching Practice (TP) at the University of Limerick (UL)

It is part of the responsibility of TEFL trainers to mould their new trainees with practice in the methods and techniques of TEFL and retrain their new apprentices from within the educational umbrella so that they can maximise their prior knowledge in the development of new skills. Most often we find that 'school teacher trainees' have difficulty perceiving the difference and making the adjustment between state school and EFL/adult/private teaching. As a result of failing to see that EFL is different they become resistant to criticism of their teaching practice during review. Our model of TP is one we have arrived at after a few years of trial and error; namely 'whole-class' teaching whereby individual trainees teach whole lessons. We have found that this model has met with the least resistance. Our source of learners for TP are real classes of ERASMUS students or groups of volunteers who require remedial teaching. This means that we have our own resource of learners on campus and do not need to travel abroad for an extended teaching block. Our system has its advantages and its drawbacks. The following observations have been made on the experience of 'first-time' teachers and seasoned teachers from outside the EFL context working with multi-lingual classes of intermediate learners of English, studying at third level under the auspices

of the ERASMUS and LINGUA international exchange schemes.(1.) In response to the two factors mentioned above - a particular kind of student population and a particular kind of trainee - we have come up with different models of TP and feedback.

Models of Teaching Practice at UL

We have taken into consideration the concept of gradual progression in designing TP for our trainees. This means that all trainees begin teaching informally after model i. ii. and iii. and go onto the formal environment when they are ready (which is usually before the end of winter term). During the spring and summer terms trainees teach according to models iv. and v. and all TP sessions are recorded on video.

i. Peer Teaching - This is the first stage where trainees get the opportunity to acclimatise themselves to the teaching environment by giving short lessons in English on specific grammar points to their peers.

ii. Team teaching - EFL classes of 15 learners are taken by teams of 2 or 4 trainees who plan and teach one sixty minute lesson. This allows novices to work with and learn from more experienced trainees and acquire a 'feel' for coherent and cohesive structural lesson planning. Within the team system trainees are quite willing to receive peer criticism and advice, and this has proven a useful first step toward trainer feedback.

iii. Micro teaching - Trainees teach small classes of 5-7 learners in short lessons of 10-15 minutes.

iv. Macro teaching - Trainees teach small remedial groups of learners in sixty minutes sessions.

v. Whole class teaching - Trainees teach 15-20 intermediate learners in hourly sessions. This is seen as the optimal TP experience and trainees have full responsibility for designing lessons.

(1). Our EFL classes are made up of foreign learners who are on academic exchange as Erasmus students taking up to a year of study in another European university, or Lingua students who are teacher trainees in languages acting as language assistants during their exchange period.

Types of Feedback

The following are some suggestions on different types of oral and written feedback we have come across. Although this is obviously not an exhaustive list, it does cover the major possibilities. We discarded group feedback in favour of one-to-one because of the level of resistance to trainer criticism.

1.Trainer as reporter : trainer tells the trainee about the lesson through feedback.
2.Trainer as listener : trainee discusses his/her performance during the lesson.
3. Trainer as facilitator : trainer chairs session in which the trainees comment on their performance and trainer sums up in varying ways.
4. Trainer as consultant : trainee chairs a controlled discussion with task-oriented activities given by trainer.
5. Free discussion : a type of brainstorming, problem-audit session, with trainer or trainee as manager.
6. Trainer as monitor : trainer discusses the trainee's performance while referring to video-recording of the lesson.
7. Trainer intervention : trainer interacts with trainee/s during peer teaching sessions. Reteaching follows immediately.
8. Written feedback by a trainer : this most frequently occurs where there is no possibility of re-teaching.
9. Written self-evaluation activity : trainee fills in a self-evaluation sheet after his/her TP (see below).
10. Written self-evaluation as a post-viewing task : trainee fills in a self-evaluation sheet after reviewing his/her lesson on video cassette.
* It is possible to create alternative feedback types by combining two or more of the above suggestions, or by increasing the number of trainees at a session.

For our purposes and because of the constraints in operation we have adopted feedback type 2. combined with self-evaluation in a written form (9. and 10.) with the trainer adding to the trainee's comments with helpful tips and advice.

The advantages of this type of feedback are:

(a) The system is trainee-centred.
(b) The trainee is encouraged to honestly appraise his/her own performance and acknowledge mistakes, which in turn helps to build self-reliance, versatility and the willingness to adapt in unpredictable teaching situations.
(c) Elicitation of comments enables the

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trainer to assess the awareness of trainees on their own performance and sometimes give the trainees the opportunity to clarify their treatment of a particular part of the lesson.

(d) It allows the trainees a greater sense of responsibility.

(e) Trainees are encouraged to analyse the class-room dynamic objectively and make observations for themselves.

(f) It is constructive and encouraging as it concentrates on the good things first.

(g) It focuses on the aims of the lesson.

(h) It looks at why things have succeeded or failed.

The disadvantages of this type of feedback are:

(a) It is not economical in terms of time.

(b) It is not suitable when the trainer is meeting with more than one trainee. As a group, trainees tend to develop a low collective threshold to criticism, and can try to commandeer the orientation and direction of feedback.

Conclusion

As we have previously stated, our TP system has developed to overcome the problems of trainee resistance and the institutional constraints at Limerick. We have also had to adapt our system of trainee supervision in order to arrive at the most effective model for our mixed intake of first-time and non-EFL 'school teacher trainees'. Most authors on TP recommend the scheme where feedback is given to the trainee the same day while recall is still fresh. We have developed a particular system of teacher training - designed according to stages of progression from peer teaching to whole class teaching. In addition we have arrived at our own model of feedback which sees the trainer as listener and which is coupled to self-evaluation in a written form. We have settled on the model described, mainly because it has met with the least resistance from our trainees, who sometimes have not been prepared for criticism of their TP performance. This resistance has been circumvented too by encouraging a "cooling-off period" so that the trainee has some time to assimilate the events of the lesson and become objective about his/her performance before "cold viewing" of video recordings and feedback takes place. Thus we would generally be in favour of delayed feedback.

SELF-EVALUATION SHEET (see 9. above)

Read this after you have taught the lesson. Write brief notes on a separate sheet of paper.

TEACHER

1. How successful was the lesson?

2. Which part of the lesson was successful and why?

3. Which part of the lesson was the least successful and why?

4. What was the aim of the lesson? What new structures, functions or vocabulary did you teach? What techniques did you use?

5. How did you ensure that all the students understood?

6. What might you do differently if/when you teach this lesson again?

7. What teaching aids did you use? Were they effective?

8. Did you encourage real use of language?

9. How much of the students' L1 did you/they use?

10. Did you incorporate any pair work/group work/roleplay?

11. What skills did the students practise? Speaking? Writing? Reading? Listening? How did it succeed? How could it have been improved?

STUDENTS

1. Did your students learn?

2. Did any students fail to participate? Why?

3. What activities did they enjoy most? Why?

4. Did the students find the lesson easy/difficult? Why?

5. Were there any discipline problems? If so, why and how did you deal with them?

MATERIAL

1. Was the material interesting/motivating?

2. Was the material suitable to the students' linguistic competence?

3. Did you use any authentic material?

OTHER COMMENTS

REFERENCES

Flanders N. A. (1970) Analyzing Teaching Behaviour. Addison-Wesley, Reading, M.A.

Rosenshine B. & Furst A. (1973) 'The use of direct observation to study teaching' in Travers R.M. (ed), Second Handbook of Research on Teaching. Rand McNally, Chicago.

Ryan D. (1960) Characteristics of Teachers. American Council on Education, Washington, U.S.A.

ABOUT 'THE TEACHER TRAINER'

"The Teacher Trainer" is a journal especially for those interested in modern language teacher training. Whether you are a teacher who tends to be asked questions by others in a staffroom, or a Director of Studies with a room of your own, whether you are a course tutor on an exam course, or an inspector going out to schools, this journal is for you. Our aims are to provide a forum for ideas, information and news, to put trainers in touch with each other and to give those involved in teacher training a feeling of how trainers in other fields operate as well as building up a pool of experience within modern language teacher training.

The journal comes out three times a year and makes use of a variety of formats e.g. article, letter, comment, quotation, cartoon, interview, spoof, haiku ideas. If the idea is good, we'll print it whatever voice you choose to express it in.

A NEW TEACHER TRAINING RESEARCH DATABASE

If you want to get a print-out of the items in the database send the compiler, Patricia Daniel, £2-00 to The School of Education, Deiniol Road, Bangor LL57 2UW UK. Fax: 0248 372187. Alternatively, send her an Apple Mac disk and no money!

The database consists of sheets like the one below.

We have printed this example because Patricia obviously hopes her list of contributors will grow. If you want to enter your research project in the database please use the format below:

Name	Teresa Doguelli (Co-ordinator of 'TEDS' Group cf. below)
Contact Address	Teacher Educators Group, The British Council, Kirlangig Sokak No 9, Gaziosmanpasa, Ankara.
Country	Turkey.
Working title	
Funding	
Collaborators	Teacher Trainers at Universities, Private Language schools and Secondary Schools in Ankara.
Type of Teacher Training	Mainly Adult; Pre-Service and In-service

Type of Institution	Universities, Private Language Schools, Secondary Schools.
Main Aspects	
Aim/purpose	To increase the effectiveness of trainers through greater understanding of resistance, giving feedback, teacher observation and approach methods to training in general. Self help goup.
When started	1989
Likely duration	
Main Methods	Input and discussion. Outside collaborators (guest speakers) from UK Video input (Open University material)
Anticipated outcomes	Newsletter
Publications	Brief write-up can be found in the (ARN Directory of Members' Activities, 1990. (Co-ordinator: Brigel Somekh, University of East Anglia.)
Any other info	

Have You Read?

Quel professeur êtes vous? Profils de l'enseignant de FLE (French as a Foreign Language), Louis Porcher and Bertrand Sapin-Lignières, Hatier-Didier, 1987.

In The Teacher Trainer we don't usually review books published in languages other than the "imperial" one, but guest editors can be allowed to be a wee bit irresponsible!

What sort of a teacher are you - Profiles of teachers of French as a foreign language is a light-hearted/serious set of questionnaires of the sort you could well use in a trainee centred in-service session. The questionnaires might also bring diversity to the work of a ID group.

This is a 108 pager (thin and narrow) with 12 questionnaires in all.

Each questionnaire offers a barrage of 30 questions.

The questionnaire titles give you something of the flavour of the thinking:

My profession - what profession? (echoes of UK EFL feelings?)

Training before, training again, training for ever
(hands up those who feel in-service training is a sham mainly there to maintain the trainer's status)

Traditionalists and Modernists
(Teachers who "know what they are doing" through to the wacky ones!)

The job of being student

Me and the language

etc ...

My classroom behaviour

Here are the first ten questions from My Classroom behaviour:

1. If you've given a bad lesson, you feel:

a - guilty
b - embarrassed
c - worried
d - philosophical
e - eager to do better next time

2. What makes you realise you are giving a bad class?

a - the students aren't saying anything
b - you're stumbling for words
c - your anger is mounting
d - the students are messing about
e - you can't manage to do what you had planned

3. What makes you sure you've given a good lesson?

a - you're in a really good mood
b - you've got where you intended
c - the students are happy
d - nothing went wrong
e - the exercises went down well

4. When you've given a good class you feel

a - pleased
b - nothing much
c - disappointed
d - you want to start all over again
e - pleased with the students

5. If you haven't prepared your lesson you feel

a - guilty
b - very anxious
c - concerned
d - delighted
e - nothing much either way

6. If your students don't answer your questions you think

a - they don't like you any more
b - they are hopeless
c - they are lazy
d - you asked them the wrong questions
e - the language does not interest them

7. In class you mostly

a - read
b - write on the board
c - ask questions
d - answer questions
e - correct

8. A good class group is

a - all the same level
b - mixed ability
c - small
d - lively
e - happy

9. If you get the feeling your students are nodding off

a - you mention it to them
b - you ask a daft question
c - you fly off the handle
d - you wait for them to get it together again
e - you change the activity

10. If a student is rude to you

a - you tick them off
b - you swallow it in silence
c - you punish them after the lesson
d - you throw them out
e - you let it keep you awake at night

Since the book under review is in French it makes sense to offer you enough of a chunk translated for you to directly try out with trainees. Questionnaires are a very flexible tool you can use in all sorts of different ways. Let's look at a few:

- white out some of the multiple choice items and ask trainees to fill these blanks with their own items

- ask trainees to do the questionnaire in the skin of an old teacher of theirs. This brings back loads of memories

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- ask trainees to swap names across the group and then to answer the questionnaire as the person whose name they have picked easily done by putting their names on slips of paper. This is an interesting mixture of observation and projection

- ask the trainees to offer the questionnaire to their own language students. The language learners answer the questionnaire in the shoes of the language teacher (trainee)!

- ask trainees to read the questionnaire and decide what it tells them about the mindset of the folk who wrote it. etc

My colleague Sheelagh Deller, (Lessons from the Learners) might well advise you to forget about the Porcher and Sapin-Lignieres questionnaires and get the trainees to invent their own for each other. She might be right, but then it would serve her right if no one bought her books, either!

Guest Editor

PUBLICATIONS RECEIVED

Of special interest or relevance to teacher trainers are:

Collaborative language learning and teaching edited by D. Numan (1992) CUP.ISBN 0-521-42701-0. A collection of 12 papers by different authors all on the subject of collaboration, between teachers, learners, researchers and curriculum specialists. Motives for the collaboration in each case vary and include promoting co-speaker rather than competition between learners, to team teaching, to collaborative supervision in teacher education and others. The paper by Gebhard and Veda Notonaga on an exploration of teaching in a Japanese setting will be interesting to those involved in supervision.

Making the grade by M. Covington (1992) CUP.ISBN 0-521-34803-X. Thorough and readable this short book discusses motivation, achievement, anxiety, self-worth, effort and failure in American schools before drawing out the implications for the structure and goals of classroom learning. A realistic chapter on serious games plus a fat reference section and a short appendix on co-operative learning.

Ways of Training: recipes for teacher training by Tessa Woodward (1992) Longman, 184pp ISBN 0-582-06493-7. Deals with processes of teacher training rather than directly with the content of teacher training courses. The introduction includes a working distinction between process and content in teacher training. Chapter One outlines 'a grammar of training processes' and briefly sets out the 'options approach' advocated by the author (citing Earl Stevick Images and Options in the Language Classroom CUP 1986). The remaining six chapters are:
2 'Input': ways of 'eliciting and transmitting information, ideas, opinions and awarenesses'.
3 'Reactions to information': ways of interesting trainees in information by getting them to react to it.
4 'Moving on from information': ways of getting trainees 'to internalise newly met information by memorising, physically storing, visualising and (re)organising it'.
5 'The teaching encounter': ways of guiding oneself and trainees about lesson planning, observation and feedback. (This is the only chapter which is not predominantly generalisable to any sort of training.)
6 'Finding out': ways of encouraging

trainer and trainees to learn about themselves, each other and about the work they intend to do.
7 'Support': ways of building support of peer by peer.
(to be reviewed)

Sur les chemins d'une pédagogie d l'être: une approche psychodramaturgigue de l' apprentissage des langues by Bernard Dufeu (a superlatively gifted practitioner). (1992, pp.300) Editions 'Psychodramaturgie' (Rilkealle 187, D-65, Mainz, Germany). The longer original version of the forthcoming OUP English version. From back cover blurb: 'La première partie aborde le "pourquoi" de cette approche et expose ses fondements méthodologiques (progression, grammaire, compréhension, rétention, objectifs ...). La second et principale partie présent le "comment" ... Une description prècise des activités de la psychodramaturgie permet de comprendre comment les participants pénètrant au coeur de la langue étrangère et la vivent de l'interieur. La troisième partie expose une conception élargie de la formation des enseignants. Elle met l'accent sur l'importance d'une sensibilisation aux aspects relationnels de l'enseignment des langues.'

Directory of Professional Preparation Programs in TESOL in the United States, 1992-1994. (1992, 243pp) TESOL, Inc. ISBN 0-939791-40-4.

Optimal Experience: psychological studies of flow in consciousness Eds. M and I.S. Czikszentmihalyi (1988;, ppbk 1992, 416pp) CUP. ISBN-0-521-43809-8. 22 articles by 17 contributors, cross-disciplinary. 'Flow' is a relatively newly hypothesized factor in intrinsic motivation. Sample chapter titles: 'Optimal experience and the uses of talent', 'The systematic assessment of flow in daily experience', 'Self-esteem and optimal experience', 'Women, work and flow', 'Ocean cruising'.

Cooperative development: professional self-development through cooperation with colleagues by Julian Edge (1991, 106pp) Longman. ISBN 0-582-06465-1. Note: CD is not to be confused with Cooperative Learning.

Modern English Teacher, vol.1/1 (Jan. 1992) Macmillan. The new look MET. Articles and reviews pertaining to TESOL, quarterly.

Sociolinguistic perspectives on bilingual education by Christina Paulston (1992, 174pp) Multilingual Matters 84. ISBN 1-85359-146-7. Eight articles that appeared in print separately from 1972-1984.

Linguistic and Communicative Competence: topics in ESL by C Paulston (1992, 145pp + introductory matter) Multilingual Matters 85. ISBN 1-85359-148-3. Twelve articles that appeared in print separately from 1968 to 1991. Sample chapter titles: 'The use of video-tape in the training of foreign language teachers' (1972), 'Linguistic and communicative competence', 'The use of linguistics in ESL', 'Communicative language teaching'.

Language Culture and Cognition Eds L. Malave and G. Duquette (1991, 321pp) Multilingual Matters 69. ISBN 1-85359-102-5. 17 articles by 24 contributors (incl. Oller, Selinker, Seliger, Swain). 3 chapters: 'Cognitive processing of language systems', 'Language and culture' and 'Language learning and instruction'. Much on bilingual education for minority students in North America.

Longman dictionary of language teaching and applied linguistics (2nd ed) by J Richards and J and H Platt (1992, 423pp + introductory matter). Longman. ISBN 0-582-07244-1. 2000 entries.

A Practical Handbook of Language Teaching by David Cross (1992, 296pp) Prentice-Hall. ISBN 0-13-380957-9. Contains four parts: (1) fundamental skills, (2) sample lesson types, (3) testing; teaching pronunciation; using of games, songs, rhymes, homework and revision, (4) developing receptive and communicative skills.

Language through Literature by Susan Bassnett and Peter Grundy (1993, 136pp). Longman. ISBN 0-582-07003-1. Classroom procedures within the DUET tradition. Special emphasis on using poetry, granting the validity of students' interpretations, getting students to write literature, using literature even with beginners.

Teaching Literature by Ronald Carter and Michael Long (1991, 200pp) Longman. ISBN 0-582-74628-0. Covers approach and general issues pretty thoroughly; much less on procedures than Bassnett and Grundy.

PUBLICATIONS RECEIVED cont'd

The Pronunciation Book by Tim Bowen and Jonathan Marks (1992, 85pp) Longman. ISBN 0-582-06491-1. Procedures for cognitive teaching of pronunciation.

Creative Grammar Practice by Guenter Gerngross and Herbert Puchta. (1992, 133pp). Longman. SIBN 0-582-08957-3. Complete lessons (minus the initial presentation of concept) for helping students to internalise 50+ common structures of English. Unusual attention to fostering memory. Considerable class time to be devoted to writing, ie., creative in-filling of skeleton texts.

Conversations and dialogues in Action by Zoltan Dornyei and Sarah Thurrell (1992, 160pp + introductory matter). Prentice-Hall. ISBN 0-13-175035-6. Ways of exploiting coursebook-type dialogues; includes suggestions for further reading, indexes.

Pictures in Action by Guenter Gerngross and Herbert Puchta (1992, 157pp) Prentice-Hall. ISBN 0-13-675182-2. 62 activities based on the use of pictures.

Songs in Action by Dale Griffee (1992, 173pp) Prentice-Hall. ISBN 0-13-824988-1. 76 activities.

Classroom Dynamics by Jill Hadfield (1992, 180pp) OUP. ISBN 0-19-437147-6. Just under 100 activities for establishing good working relationships with and within incohesive classes.

A teacher's grammar: the central problems of English by R A Close (1992, 166pp). LTP. ISBN 0-906717-48-5. A revision of Close's 30 year old English as a Foreign Language. Cover to cover reading rather than a comprehensive reference work. Aimed at non-native speaking teachers and native speaking trainees on courses such as ones in the Cambridge Cert. and Dip. TEFLA schemes.

The EFL Textbook and Ideology by Bessie Dendrinos, (1992) N.C. Grivas Publications (7 Simonidi St, 12243 Aegaleo, Athens Greece). 256pp, ISBN 960 7113 217. Bessie Dendrinos, a major force in Greek EFL, takes a sociological and political look at the textbook genre. Her chapter headings are a useful summary of the book: 1. The role of the textbook in formal education. 2. The Nature of the EFL Textbook - the EFL textbook as a unique case among other school books - the authority of the EFL textbook. 3. Ideology in education and discourse. 4. Educational value systems and the foreign language. 5. Ideology and instructional texts in the EFL textbook.

Linguistic Imperialism by Robert Phillipson (1992) Oxford University Press 365pp ISBN 0 19 437 1468. Robert Phillipson, who lectures in Denmark, explores the phenomenon of English as an international language and analyses how and why the language has become so dominant. The book takes a look at the spread of English historically, at the role it plays in the Dependent World ("Third World") and at how English language teaching contributes to the dominance of English worldwide. The book is an interesting companion to Dendrino's book, (see above).

Books on writing:

Learning about writing (The early years) by Pam Czerniewska (1992) Blacknell. ISBN 0631169636. A book from the general education library which reflects on the relationships between literacy and culture, discusses the child's theory and role in writing and learning before looking at primary school classrooms and examples of children's work.

The writing systems of the world by Florian Coulmas (1989) Basil Blacknell. ISBN 0-631-18028-1. A presentation of the major options of writing systems past and present, to demonstrate what exactly writing does to a language. Interesting chapters on non-alphabetically written languages such as Chinese, semitic writing but small print and detailed text.

Second language writing ed Barbara Kroll (1990) CUP. ISBN 0-521-38778-7. For teachers who are dedicated to fostering growth in writing by providing a sequence of lessons and courses designed to move students beyond basic skill level. Section one is on the philosophy behind L_2 writing instruction (6 papers). It helps teachers identify the main considerations in designing writing programmes and lessons. Section two is on considerations for

writing instruction (7 papers). It focuses on options and constraints in the writing classroom.

Teaching Grammar. A Guide for the National Curriculum by Richard Hudson (1992) Blacknell. ISBN 0-631-16625-4. Aimed at primary and secondary school teachers in England and Wales this book has generally educative sections on issues such as discovery learning, what is grammar, what is Standard English, as well as some sample grammar lessons from the world of secondary teaching that make an interesting contrast to EFL. Useful parts for background in pre-service training.

Teaching Tenses by Rosemary Aitken (1992) Nelson. ISBN 0-17-555920-1. A book aimed at expanding the repertoire of the experienced EFL teacher and educating the repertoire of the novice/trainee teacher. Each tense is analysed by form, meaning and function, has a list of suggested contexts for teaching, has likely learner errors listed plus additional notes. There is a photocopiable section of visuals for language practice too. Very useful for trainee lesson preparation.

Visuals for the language classroom by A.Wright and S.Kaleem (1991) Longman. ISBN 0-582-047811. Another in the slim, practical, 'keys' series of teacher resource books. Each visual medium (board, OHP, wall pictures, flashcards etc) is discussed by characteristics, use, techniques in different types of lesson, and production tips. Lots of illustrations. User friendly.

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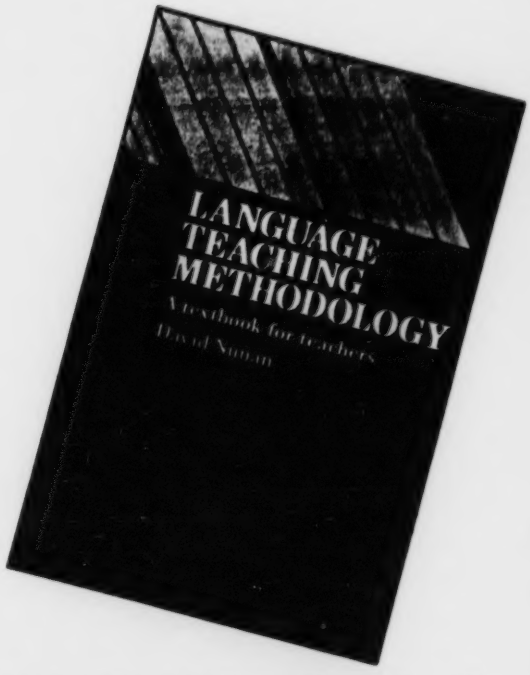

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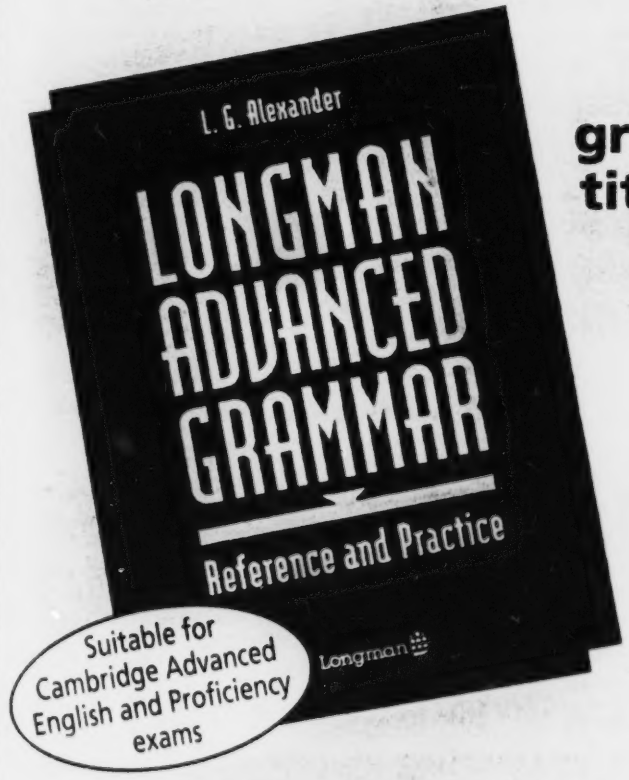

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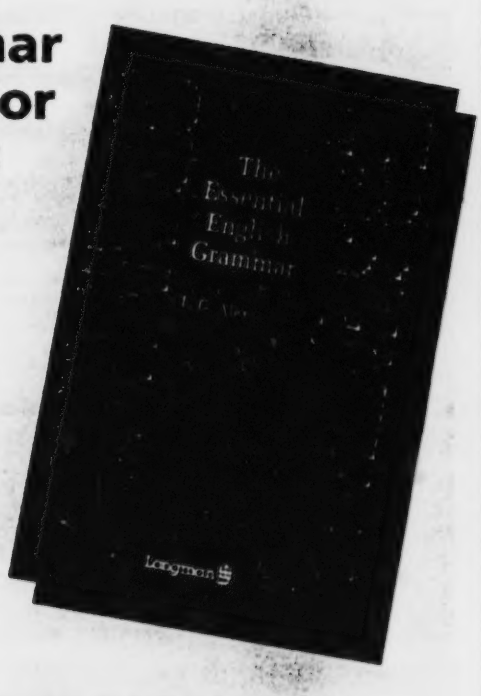

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THE TEACHER TRAINER

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EDITORIAL

ABOUT THIS ISSUE

Tessa Woodward, the editor of THE TEACHER TRAINER, has got a lot better over the past month and it is with a lighter heart that I come to the task of telling you about the ideas in Vol 7 No 2.

The first article From Behind The Barricades thoughtfully tackles some of the problems put on the table by the three trainee voices in the last issue. Keith Morrow, currently working for UCLES, tells us how the reformulated Cambridge teacher exams will improve things for trainees.

In her article, Honesty, Jackie Smith, editor of the Italian teacher newspaper, The Reporter, pleads for trainers to openly share their expertise and not use Rogerian style non-directivity as a thin, infuriating smoke screen.

The main hands-on, go-off-and-try-it contribution in this issue comes from Naples. Frank Fitzpatrick and Ruth Kerr offer practical, well-tried ways of making post-lesson feedback more positive, less negatively personal and more clearly future-focused.

I am delighted to have an article by Bolitho and Wright on the area of trainer training - in this case they offer ways of sorting out who is giving feedback in which role in the train-the-trainer room. Is a given participant thinking in role as a language learner, language teacher or trainer of language teachers? I can hear Saxon Menné smiling as he reads these lines! (see page 28)

Sarah Walker is back again with another game for teacher-trainees, playing with metaphors for language. Nice to hear a voice from Brazilia.

It is fairly clear that the therapies are major feeder fields for EFL teacher training and Transacting EFL brings you Eric Berne's thought made directly relevant to the teaching and the training room.

Ephraim Weintroub reports on the traumas faced by teachers from the former USSR being re-trained in Israel. He pleads for the training to strictly respect these people's experience and knowledge. "I used to be a good teacher" sighed the former Leningrad school principal. Ephraim is here writing about the teachers of French currently being "remoulded" as EFL teachers in Spain and the massive re-training programmes in the sixties in China when all (800,000,000) people suddenly had to switch from learning Russian to tackling English.

Poland is in the throes of going capitalist and Melanie Ellis writes movingly of the transformation and the way it makes training work more fraught but also more inevitably whole-person. "This is what change is about: fears, tears and sometimes laughter."

The last two articles in this issue, Teaching is training and Why train? look in simple depth at what training is really about. Jim Wingate, in the first article, suggests the real trainers are a country's primary and secondary teachers, not the official trainers, while Saxon Menné, in the second article, elegantly suggests that this magazine should not exist and that all of us trainers are simply a self-perpetuating group of parasites. Personally I find his arguments uncomfortably persuasive. Good thing I do straight language teaching for 8 months a year! Phew!

Wout de Jong gives us glimpses into a bank of Dutch Materials used in training teachers for life in multi-cultural classrooms.

In the review section Jeremy Harmer introduces and comments on Ways of Training by Tessa Woodward.

In Publications Received around 20 titles get a short back and sides from Seth Lindstromberg.

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APOLOGY

In Volume 7 No 1 I published an article by Sheila Estaire THE ACTION PLAN CYCLE: A way of integrating the classroom and training course sessions.

She responded to publication with this letter:

Dear Mario,

I feel terribly frustrated (and would like to complain) about the way figures 1-4 in my article have been printed in The Teacher Trainer. As they are, they are absolutely meaningless.

She goes on to suggest a number of solutions to the problem one of which is to print her address so that interested readers can contact her and get the original diagrams:

Sheila Estaire
Head of Teacher Development Unit
The British Council
Plaza de Sta Barbara 10
28004 Madrid
Spain

Tel: 337 35 00
Fax: 337 35 73

Sheila, I would like to apologise unreservedly for the sloppy presentation of these essential aids to understanding your article. I understand the feelings of a writer who wants their work to come over clear and untrammelled. When an editor has messed me around this way I have been at least as fierce as your paragraph above.

Mario Rinvolucri (Guest Editor).

FROM BEHIND THE BARRICADES

Keith Morrow is a senior consultant to the project which UCLES has launched to build on the existing CTEFLA/DTEFLA and COTE/DOTE schemes to develop the Cambridge Integrated TEFL Scheme.

Keith Morrow replies to the three trainee voices published in Vol 7 No 1.

Guest Editor

So, what can you say? Three pieces written on the basis of personal experience offering insight into the emotional and intellectual unhappinesses caused by three different courses leading to the Cambridge/RSA DTEFLA. A considerable indictment of what goes on. Time for those involved in the running of the DTEFLA Scheme to duck down behind the barricades and dodge the pot shots. Well, yes. Or maybe no.

First let me put my cards on the table. I am not exactly a neutral bystander in all this, since one of my sources of income at the moment is work I am doing for UCLES on the project to develop the existing TEFL schemes into an integrated framework. But it is precisely for that reason that I am interested in the points made in the articles. We are going to great lengths to incorporate as much feedback as possible into the development of the new framework, and criticism of what happens at the moment is potentially of great value. But criticism, like praise, needs to be evaluated. It may be fair or it may be unfair; more crucially, it may be generalisable or it may be context specific. What sort have we got here?

I think that there are three main areas of concern which underlie the points made by the writers. Firstly there is concern about the nature and status of the DTEFLA course. Is it concerned with training or development? Should it be based on prescriptively defined content? Secondly there are concerns about assessment. Are the procedures by which assessment is carried out, and the criteria on which it is based, fair? And thirdly there is concern about the personal stress and distress which courses leading to the Diploma may cause.

In its present form the DTEFLA scheme is very much a reflection of its own history. It dates from 1965 when the Certificate in Teaching English as a Foreign Language was introduced by the RSA. This was the first attempt in the UK to offer certification for teachers working in the field, particularly in Colleges of Further Education and in the relatively small number of private language schools. Over the years a number of changes have been introduced. The syllabus has been extended, various different course formats have been developed, different combinations of internal and external assessment based on different combinations of course work and final examination have been tried - and the name has changed from Certificate to Diploma. But the name of the game is still certification.

And certification implies certification in something. Originally the RSA, and now UCLES, have the responsibility of certificating successful candidates as having skills and knowledge appropriate to an experienced EFL teacher. The fact that there is still lively professional debate about exactly what skills and what knowledge are appropriate is hardly the fault of the RSA or UCLES. All a certificating body can do is to say: "We have set up procedures to show whether candidates have demonstrated x, y and z and we will give successful candidates a Diploma to show that they have done this." Whether x, y and z are relevant or appropriate to individuals or institutions is up to those individuals and institutions to judge.

In the development of the CITS project, we are therefore trying to establish a syllabus framework which will be much more explicit while at the same time potentially much less prescriptive than the existing one. This will mean that individual institutions will have much more flexibility in providing courses tailored to local needs while still operating at a common standard. Putting this into practice will not be straightforward, but we recognise that at the moment DTEFLA courses all over the world are in many cases clones of each other. We want to provide a framework which will offer the chance of a distinctive identity for courses while still locating them clearly as Diplomas.

One area where there is not likely to be change, however, will be the requirement that Diploma level courses (like those at Certificate level) should be firmly based in classroom teaching. The idea in John Wilson's piece that there is a great ▶

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tension, bordering on animosity, between those interested in theories of linguistics and those interested in language teaching, is one which surprises me. My work (especially with English Language Teaching Journal) brings me into contact with many who are working exactly at the interface between the two. But the DTEFLA is not a linguistics course. Ideas from linguistics are useful only insofar as they enable candidates on the course to facilitate their learners' grasp of the structure of English. Since different learners may find that different ideas do in fact facilitate this process, it is surely wrong to be narrowly prescriptive about the different approaches to the analysis of English grammar. But there is an important caveat in John Wilson's use of the term accessible. Whatever approaches are exemplified or included in a DTEFLA course must take as their starting point the notion of accessibility to learners. It is vital, for example, that we draw on whatever resources will be helpful to teach a given group about modals; not that we use the teaching of modals as a pretext to exemplify for the group our own favourite theories of grammatical analysis - whether these are phrase structure or Chomskyean.

In an ideal world, it might be argued that a DTEFLA certificated teacher ought to have available a range of models of grammatical analysis so that the most appropriate one(s) can be drawn on for specific groups or individuals. But there are two problems here which perhaps John Wilson has not recognised. The first is the problem of overloading course content. There is already a lot (too much) in the DTEFLA syllabus. Finding room to introduce in useful depth a range of grammatical models would be impracticable. And then there is a question of "the standard". There is no doubt at all that the "standard" model of grammatical analysis incorporated in EFL course books and reference books is based on phrase structure analysis. What is important at DTEFLA level is that candidates show that they can use this and help students to work with it - since, like it or not, it is what is there. I think that the tutors who were trying to get him to work within this framework were probably doing so not out of perversity, but out of the realisation that all the materials learners work with take this as their starting point and so DTEFLA candidates need to be able to handle it.

The second major area of concern I identified in the three pieces relates to

assessment. This is clearly related to the first area, since any lingering uncertainty or unhappiness about the content of a course will be magnified by assessment relating to this content. Yet the issue of assessment is fraught with potential problems of its own. How can skills and knowledge be most fairly evaluated? The problems are exacerbated when assessment is based on "snapshots" of performance - the assessed lesson, the 3 hour exam. In an attempt to move away from this "snapshot" model, various attempts have been made over the years to increase the amount of continuous assessment, and particularly the amount of moderated internal assessment by course tutors, as opposed to assessment by people external to the course. But none of these have been problem-free, and our research for the CITS project has shown a substantial majority of respondents in favour of keeping some form of externally assessed exam as an element in the award of a Diploma.

But in two areas at least, problems of the sort which are identified in these pieces are being tackled. The first is the question of how teaching is assessed. We want to kill off absolutely the myth that in order to pass it is necessary to conduct a hyperactive P-P-P lesson of International House circa 1969 vintage. The way to do this will be to draw up explicit criteria which will form the basis of the assessment. These will be public knowledge - and I sincerely hope that neither P nor P nor even P finds its way into them. Of course not everybody will agree with the criteria, and no doubt they will be modified in time. But they will be there as an explicit focus for standardising assessments against identified targets.

The second area has to do with the assessment of progress through the course.

The point made by David Tendler about the standards expected in TP and assignments from the very beginning of a course is an important one. At the time of writing, we are planning to run a number of pilot schemes for teachers of young learners. These are at pre-service level and we have worked out a system of progressive assessment of TP, whereby the criteria that have to be met by candidates become more demanding in defined steps through the course. This seems to be an important principle since it enables progress to be monitored - and a lack of it to become quickly clear. Experience from the pilot schemes will show how feasible it will be to introduce such a system more widely in the CITS framework.

Assessment leads into the third area of concern - stress and distress. Clearly all three of the contributors here were more or less distressed by the experience of following their DTEFLA courses, and this is in itself distressing. From the perspective from which I am writing I risk sounding pious or patronising, but clearly to some extent this distress belongs to the individuals concerned. Julie Colton's dreams reveal a creative and original mind processing the stresses she is undergoing; John Wilson seems to have started his course from a position of perceived conflict; David Tendler rapidly ran into a clash between his own expectations and his perceptions of the reality of his course. In all these cases the role of UCLES, of systems and structures and frameworks, may be rather limited.

In a number of areas, however, we are determined that schemes operating under the CITS framework will work to minimise the stress to which candidates are exposed. More flexible syllabuses and fairer and more explicit assessment procedures will both have a role to play, but in addition we will be establishing a range of tutor-training and accreditation measures to ensure that centres running courses have appropriately qualified and experienced staff available who see it as their role to support candidates in their learning. The need for such support is clearly demonstrated by these three contributions; I suspect that each year a very healthy majority of the candidates following DTEFLA courses feel they already get it. But after 1996, with the introduction of the CITS schemes, we hope the majority will be even bigger.

Further information about the development of the CITS framework is available from Lynette Murphy O'Dwyer, TEFL Unit, UCLES, 1 Hills Rd, Cambridge CB1 2EU.

ANOTHER TRAINEE VOICE

In this issue Jackie Smith takes us back to her Masters program in the States and focuses on the problems the trainers created for themselves with a policy of "let them find out". The trainers espoused a Rogerian, non-judgemental stance but this made some trainees feel un-at-home. Let one of them speak.

HONESTY by Jackie Smith

In my case it seems that reinventing the wheel was not the right way for me to learn. It only created confusion and anxiety, which of course then raised my already high affective filter, blocked acquisition and contributed to my negative attitude. I needed to learn by example. Just as students have various learning styles, so do teacher trainees. It is inconsistent to say that we must respect students' individual learning styles by giving some of them grammar rules or letting them look at tape transcripts, etc., if they feel they need them for security, and then say that we cannot give trainees practical techniques, especially when we ask these teachers to take on a heavy teaching schedule and subject themselves to constant observation.

I felt that my trainers were deliberately withholding crucial information that I needed then and there for my survival in the classroom and I resented it, although I only now understand some of the deeper reasons for my feelings.

There were others in the program who felt more or less as I did about the need for trainee security and after talking to them I took it upon myself to approach the trainers, but the whole subject was dismissed very lightly. I even wrote an impassioned plea to the director, which he barely responded to. Everyone was very polite; it just was not seen as a serious issue, despite all the emphasis on affective factors in students' learning.

I know that another important area of concern in teacher training is feedback - how to give it, when, how much, etc. The director of my MA program had given a lot of thought to this area. He had researched and written extensively on it, and he had good ideas. He believed very much in trying to be as scientific about it as possible - not passing judgements on anything, just observing and describing. ▶

We used a very complicated system of observation a good deal of the time, with the aim of scientifically categorizing and describing what went on in the classroom. The key word was "non-judgemental". In giving feedback, observers were not to say something was good or bad, just help the trainee generate alternatives and variations on what she/he had done in class.

I learned to respect this director very much. His heart was in the right place, I think, and he very much believed in what he was saying. But I had a lot of problems with the way his ideas were applied in my MA program. As so often happens with good ideas, they become distorted along the way as they pass from person to person. What happened in my MA program was that inexperienced trainers, that is my fellow students in the MA program who were following a course on teacher training, or who had finished the MA program, observed us and gave us feedback. Many of them used the terminology of the director's approach to feedback, without really trying to enter into the spirit of being truly neutral and non-judgemental. In a way, they hid behind the term "non-judgemental". Saying "maybe there were other ways you could have done it" can make one feel criticized as much as "That's not a good way to do things", depending on how it is said, with what facial expressions and in what context. I had the feeling of being judged all the time, (especially by some would-be trainers who, I am convinced, liked the power and authority that this "non-judgemental" observation gave them") yet no one would ever admit they were judging me, which left me feeling confused and insecure. I, for one, would have preferred someone's honest opinion.

A moment of truth

It came, one day. The assistant professor who taught our methodology course, adhering to the idea of not giving us practical applications of theory, had been assigning us a lot of readings on communicative language teaching and a lot of Krashen's works. There was also a lot of discussion on error correction. I and my fellow trainees (I discussed this with them) got the definite impression that this assistant professor was trying to tell us that teaching grammar and error correction were mortal sins. But as the trainer wanted to remain neutral and allow us to draw our own conclusions, he never told us where he really stood on the matter. We all went into our classrooms armed with endless games, games, games. We didn't dare discuss grammatical points or correct errors. The assistant professor came in with groups of observers and they all wrote down lots of things, making us very nervous. Some of us got the feeling that something was wrong, but the feedback was always neutral, so we continued to play games with our students. The assistant professor smiled benevolently at everyone, and everyone was happy. Then one day in class, this assistant professor exploded. "You're supposed to teach them the language, not just play games with them!" he said harshly. Some of the trainees were terribly hurt. They had been getting completely different feelings from the trainer. A few of them even cried. We went through a sort of group counselling session (this assistant professor was particularly interested in the counselling-learning approach) to deal with the hurt feelings. I, for one, was relieved that our trainer had at last revealed his true feelings. I had always had the feeling that he didn't like what we were doing in the classroom, but had thought that I must have been paranoid, because the accepting smile and neutral feedback was telling me otherwise. I much preferred to see the real person, with his genuine feelings, opinions, perhaps even prejudices, than this impassive, secretive person that we have always seen before. In the end, his attempts not to "judge" us or influence us in any way only ended in tears.

Why always hide?

As teachers, we occasionally mask our true feelings in the class. Sometimes we are not in a good mood and yet act light-hearted. Sometimes we do not reveal the real purpose of the activity we are doing with our students because we want them to discover it themselves. Sometimes a particular student gets on our nerves and we must carefully hide that fact. There are good reasons for not always letting students know what we think. But, to my mind, there is no reason for always hiding feelings, even negative feelings from students. Telling students that you feel badly about the way a lesson went might actually lead to important discussions and improvements in the future. It opens the channels for genuine (not simulated, as in prepackaged "communicative activities") communication, because you allow students to see the real you and challenge them to show their real personalities. And talking about negative feelings is as much a part of real life as talking about good ones,

From a language teaching point of view, then, it makes sense to be yourself as much of the time as is possible. Obviously it takes experience to know the right moment and the right way to approach a "heavy" topic with your students.

A lot of the above also applies to teacher training. There comes a moment, after the trainees have read a bit, and tried out one or two things, when the trainer should feel free to express his/her ideas, feelings, preferences, etc. Trainees are certainly capable of distinguishing the trainer's subjective view from, for example, findings in applied linguistics. They are not so easily impressionable that they cannot form their own opinions.

Like language teaching, teacher training involves human beings in some kind of relationship. How can this relationship exist if people are not ever honest? For all this assistant professor's good intentions and desire to create a warm, friendly environment á la counselling/learning approach, many of us sensed that he was being false and this made us anxious, rather than relaxed. For others it was a painful shock when he revealed his true, negative feelings. All might have been avoided if the trainer had not been afraid to be himself.

HOW DO YOU THINK IT WENT?

A TASK- BASED APPROACH TO FEEDBACK

by Frank Fitzpatrick and Ruth Kerr

Talking about and criticising lessons and teaching styles often proves to be quite a delicate issue in feedback sessions, especially when the trainer concentrates heavily on individual negative points. Trainees become defensive and the feeling that feedback is a whipping session begins to emerge, with both trainer and trainee showing frustration. What happens is a direct outcome of an approach where trainers do not have clear ideas about what they want to achieve in the sessions, and the only concrete support for their vague ideas tends to be small isolated examples from lessons. Also trainees often do not engage in discussion or useful analysis of each other's lessons, which reinforces their passive role and the judgemental role of the trainer. What is lacking is a structure to the sessions with clear training objectives and trainee-based tasks which would help to achieve them.

TRAINEE STRATEGIES

The nature of trainee resistance and dissatisfaction comes out quite clearly in a number of different ways. Various strategies, often subconscious, can be identified which trainees use to protect themselves from overt criticism from the trainer, ranging from quite aggressive reactions to complete acquiescence. It may be that a lack of direction or inappropriate approach to particular points on the part of the trainer actually encourages these reactions and gives the trainees the feeling that they have to defend themselves. Here is a brief outline of trainee strategies we have identified over a series of feedback sessions.

Denial

We have often found ourselves in the situation where we are using vague quotes or examples from the lessons in order to clarify or even to make a point. This means that if a trainee denies our evidence, which is often the case, the point is lost, and complete disagreement about what actually happened in the lesson

leads to stalemate and confrontation. This results in an overall atmosphere of frustration, which a more global and less specific approach would avoid.

Making Excuses

A further drawback of focusing on specific points is that trainees often feel that they are being called upon to offer a justification. Trainees then cite certain factors as excuses for problems in their lessons, such as the lack of cooperation of students or fellow trainees, stress and nerves or even comments from trainers taken out of context ("But John said that we should ..."). Here the trainee is relinquishing responsibility for the lesson by blaming an external factor beyond their own control. A specifically critical approach then makes it very difficult for the trainer to address the more general issues involved in the trainee's development.

Hypothesising

When trainees are asked about how they feel the lesson went, a series of hypotheses is often the response. Here trainees talk about what they "would have done normally" but could not, owing to the difficult circumstances. This is often an indication of problems with lesson preparation and anticipating how the lesson would develop, but the trainer is prevented from focusing on this by so much hypothesising. In this way, by giving the initiative to the trainee, the trainer loses the opportunity to direct the feedback in a constructive way, and cannot then address the real problems observed during the lesson. In many cases the trainer is tempted to begin the session in this way, either because s/he is unsure of how to focus on certain aspects of the lesson, or may simply believe that it is positive to let the trainee direct his/her own feedback. However, lack of clarity is the result.

Saying sorry

Another common response is to apologise for a "terrible lesson", when confronted with a specific problem by the trainer. The trainee is aware of underlying difficulties but is discouraged from dealing with them in a constructive way by the trainer's approach, and blames her/himself in order to avoid direct criticism from the trainer. A more general and less personal focus would avoid this strategy.

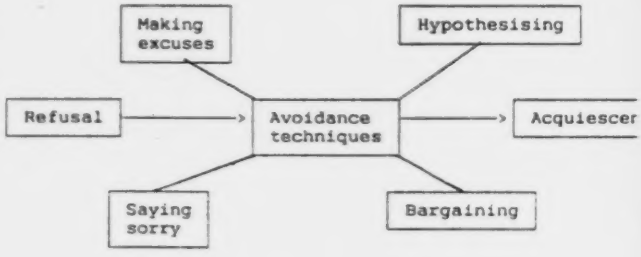
Bargaining

Other trainees react in a more confrontational way by accepting criticism on certain points on the condition that other points are praised. The trainer, when faced with "I know it didn't work, but they seemed to enjoy it, don't you think?" has no option but to agree if confrontation is to be avoided, and can proceed no further.

Silence and tears

Here trainees are completely passive and may get upset when criticised. This leads the trainer to avoid talking about the lesson and to only show sympathy. These trainees often plead ignorance and want to be "told how it's done". The trainer has no choice but to give solutions and support rather than make the trainee think about his/her own teaching.

The diagram below offers a summary of the range of these strategies and how they interrelate.



A trainee may use several of these strategies at any one time(which has led us away from presenting trainee profiles) although some trainees may constantly fall into one category.

A DIFFERENT MODEL FOR FEEDBACK

Feedback sessions in which the above strategies are constantly used inevitably mean that trainees do not go away with clear ideas on how to analyse their own lessons and ways to improve their teaching. We have found that if the structure of the feedback is vague, trainees do not have an

objective framework on which to base their comments. These sessions often turn into haphazard criticism or "nitpicking" which personalise and degrade what should be a professional analysis. Furthermore, if the trainer has no particular objectives other than just "talking about the lesson", trainees automatically employ their avoidance strategies particularly in response to what they construe as criticism. The result is an impotent trainer and an over-defensive or bewildered trainee.

As a result, we strongly feel that the only way to proceed is to provide a structured, largely depersonalised approach with the trainer leading the session in a clear, planned and constructive way. Only then can trainees relax, be objective and thereby really benefit from feedback.

Bearing this in mind, we began to experiment with trainee-centred tasks which could then be used as a lead-in to individual problems but always with a view to reinforcing general teaching principles (eg. "how to elicit", "providing a context for new language", "setting up pairwork" etc.) covered in previous input sessions. Within this framework trainees are more willing to accept individual "criticism" or comments and are able to see more clearly why problems are arising and how they can deal with them in the future.

THE TASKS

The tasks that we devised fall into four categories, which were designed to relate feedback to general aspects of teaching dealt with in input sessions and to develop trainee awareness of their own progress. These categories are described below and samples of each task type are also given.

a) Self Awareness Tasks

These tasks are designed to bring out trainee anxieties and feelings about certain aspects of their teaching and classroom management, which can then be discussed openly within the group. By talking about their feelings and responding on an emotional level, trainees are in fact pinpointing their own difficulties themselves and the trainer is able to direct the session in such a way as to help provide concrete strategies for coping with these difficulties. On the whole, discussion tends to revolve around general principles (eg. teaching pronunciation, using the overhead projector, etc.) and looks ahead more to what trainees can do in future lessons rather than back to what they have not achieved in previous lessons.
(see figures 1 and 2)

b) Remedial Tasks

When we found that there were common problems in the way trainees approached certain areas of teaching or certain techniques, we designed tasks to revise and clarify what had been said in input sessions. These are valuable for trainees because they revise general principles, which they can relate to their own lessons still fresh in their mind. By doing this the trainer can see if the trainees are unaware of or have misunderstood certain principles covered in input or are merely having difficulty in putting them into practice. These tasks help trainees to see, in a un-threatened and impersonal way, how their lessons are lacking and how they can modify their approach in the future.
(see figures 3 and 4).

c) Reconstruction Tasks

In order to direct observation time and make it more constructive, we devised tasks which would focus trainees' attention on individual aspects of each others' lessons. These aspects can be chosen by the trainees themselves, or by the trainer, and trainees are then responsible for leading the feedback sessions and discussing each other's strong and weak points. This is useful for trainees as they can discuss their lessons openly without the trainer dominating, and useful for the trainer to be able to analyse the level of awareness and interaction in the group. Also, with these tasks, trainees gain more insight into both the teaching process and their own performance.
(see figures 5 and 6).

d) Summary Tasks

In this type of task the trainer compiles a list of typical problems from the lessons (eg. student pronunciation problems, lack of student participation), and through group discussion tries to elicit the real source of these difficulties. The final sample, "The Heart of Teaching", is an example of how the trainer can draw together the various strands that emerge from the discussion. This diagram demonstrates how individual problems, that surface at various stages of the teaching process, relate back to fundamental principles and planning. The trainer can then make the point that these principles - analysing language, anticipating problems and planning stages - determine how a lesson will develop. Making these connections in a general way enables trainees to discuss their difficulties within a clear framework.
(see figures 7 and 8).

HOW DO YOU THINK IT WENT? cont'd

CONCLUSIONS

With these tasks a framework for discussing general professional principles is established. Feedback is no longer a meandering chat with veiled criticism and conflict, but a structured session in which trainees become more aware, not only of how to improve their own teaching techniques, but, more importantly, of why these techniques are used. In this way, the trainer can lead the analysis effectively, albeit in a non-directive way.

Self Awareness Tasks (1) Fig. 1

List the strong points and weak points of your lesson.

strong	weak

How could you improve the weak points ?

What do the other trainees think ?

Self Awareness Tasks (2) Fig.2

How do you feel about the following ?

teaching pronunciation

highlighting form

writing on the board

explaining grammar

monitoring pairwork

using the OHP

students' mistakes

setting up pairwork

Discuss these with the other members of your group.

Remedial Tasks (1) Fig. 3

Looking at Student Activity

Discuss the following questions together :

1) Why do we need to CONTEXTUALISE language when we teach it?

2) How does ELICITING involve your students?

3) Why do we do PAIRWORK?

4) Why is it important to DEMONSTRATE PAIRWORK before beginning the activity?

5) When we CHECK ANSWERS how can we know all the students have understood?

6) When would you choose a PLENARY FOCUS?

7) Why do students talk to each other when you are trying to EXPLAIN GRAMMAR?

Remedial Tasks (2) Fig. 4

Below are examples of typical classroom activities and ways of checking students' work. Match the classroom activity with the most appropriate checking activity.

Classroom Activity	Checking Activity
To activate schemata you ask students to write a list of words or phrases they associate with the idea of "loneliness"	Teacher gives a series of gap-fill sentences and students provide the missing words
You want to check the meaning of six items of vocabulary from the previous lesson	Students compare their answers in pairs (minimal teacher control)
You play a short presentation dialogue on cassette and ask students to fill in the missing words	A plenary check in which the teacher makes sure that all students have the correct answer

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Reconstruction Tasks (1) Fig. 5

When you observe the lesson think about how the teacher deals with TWO of the following:

CONTEXT

ELICITING

MODELLING

PRONUNCIATION

FREE PRACTICE

MONITORING

FOCUS AND PACE

FORM

CHECKING ANSWERS

SETTING UP PAIRWORK

In "Feedback" be ready to discuss the lesson with the other trainees...

Reconstruction Tasks (2) Fig. 6

General Aims of the Lesson		
Specific aims of each stage	Teacher activity	Student activity

TASK

Look at the information below which is taken from a lesson plan. Put the extracts back into the plan in the right category and in the right order.

To give students practice in listening for gist

Write four simple questions on the board and play the tape once

To revise and reinforce previously learned language and to give practice in listening skills

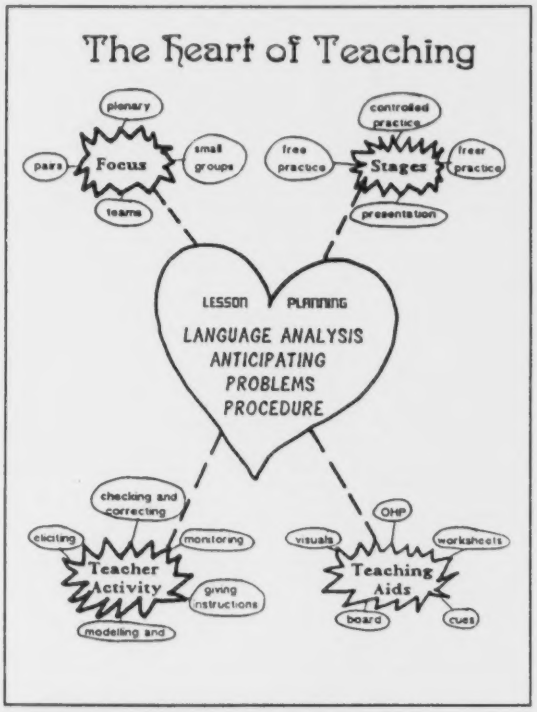
Listen and think about the answers to the questions

Summary Tasks (1) Fig. 7

Here are some common problems in class. Why do they happen?

1) Students mispronounce the new words you have taught them.
2) Students are not sure how to use a structure you have taught them?
3) Students are not following the controlled practice you set them.
4) Students are yawning and muttering to each other.
5) Some students are writing an exercise, some are doing oral practice, others are silent.
6) Teacher says: "Do you understand?" Students do not reply!!
7) The teacher gives an incorrect model for a structure.
8) Students ask each other what they have to do after you have set up an exercise!!

Summary Tasks (2) Fig. 8



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TRAINING EFL-TEACHERS FOR MULTICULTURAL SCHOOLS

by Wout de Jong

"It showed in the faces of so many of the teenage children of the immigrants - a taut-skinned, hollow-eyed look, as if all their strings had been keyed up to breaking point. They were vibrant with the tension of trying to be Koreans and Americans at the same time."
(Jonathan Raban, Hunting Mister Heartbreak, Picador 1991, p.350)

Western Europe has been trying to cope with a huge influx of immigrants since the fifties and sixties. People from around the Mediterranean basin were encouraged to move north to satisfy a shortage of labour. There was a migration of people fleeing former colonies when these gained independence. Then followed an influx of people fleeing dictatorial governments in various continents. All in all most European countries have become multicultural, which has created problems.

The Dutch government, like most governments in western Europe, recognised that something needed to be done to meet the needs of these people. Courses were therefore organised to teach them the basics of the Dutch language. Of course, teachers rapidly discovered that teaching the language was not enough. Instruction in cultural habits, particularly those concerning social interaction, needed to be included, so that learners might become autonomous persons able to cope with the demands the new society puts upon them.

But such a schooling programme is not in itself sufficient to help the immigrant family gain acceptance in the new society. In the first place the new immigrant quickly discovers that basically he needs the new language only at work and for a few other very 'elementary' purposes. With friends sharing the same background and language, you quickly revert to your native tongue, whenever you meet them. If your wife and children have come to live in Holland as well, the situation is less simple. Particularly for the children there is the difficulty that at home they are expected to behave according to 'home rules'. But at school and later, when they have made friends with the 'natives', the rules are different, leading to the kind of split personality Jonathan Raban refers to in the quotation.

The Dutch educational system does not particularly favour a foreign background. The system relies heavily - as do most educational systems - on familiarity with the local culture. No wonder then that children from immigrant families find it difficult to achieve distinction in education. Many of them drop out, and quite often become involved in criminal behaviour of one sort or another. This seems to be particularly true of children whose parents come from Islamic countries.

The Dutch tentative solution

Immigrants may shed their native culture and adopt the new culture totally, if the new culture will let them. Natives often have the unfortunate habit of reminding them of their background, particularly if obvious features, such as the way people dress or the colour of their skin, cannot be hidden. Alternatively, the immigrant may only adopt so much of the new norms and values, and retain the native culture to all intents and purposes, quite often going to extremes to insist on being different. The problems this can cause are only too familiar: the creation of ghettos, cultural and social isolation, discrimination at school and at work.

Whichever compromise immigrant families select for themselves, acceptance in the new country is a two-way system. If the new country is willing to accept the unfamiliar customs and allows them to keep as much of their culture as they feel they need in order to retain their identity, it will be easier for the immigrant to adopt the new norms and values. This is where the educational system can play a crucial role in creating a fitting niche for the children of immigrant families.

In 1985 the Dutch Ministry of Education and Science launched a pilot project 'Towards a more intercultural orientation in teacher training for further education'.(1) Each teacher training establishment for lower secondary education was to develop its own approach to intercultural education within local constraints. The project was reasonably successful and in 1989 it was decided that it would be appropriate to collect the experiences gained and publish the results in the form of supporting materials for each of the subjects taught at the teacher training colleges concerned.

The series consists of a general basic coursebook, followed by studybooks dealing with particular aspects of intercultural teaching and learning, such as pupil-guidance, use of drama, pedagogical and socio-psychological aspects of

intercultural learning, learning through a second language, etc. There is also one course book for each subject for which a lower secondary teaching-qualification is available.

What type of approach?

All the coursebooks published so far attempt, in a variety of ways, to raise student awareness of the multi-ethnic composition of virtually all Dutch secondary school classes. This is done in a variety of ways. Activities may start from individual students' perception of their environment and try to make them realise that we tend to be selective in our observations. The way a person perceives the world is influenced by cultural assumptions shared by people in one's immediate surroundings. Consequently, developing an awareness of this influence is a second step towards cultural autonomy. And finally, students meet problem-solving activities requiring them to adopt a point of view and act accordingly in a potentially difficult setting. It is suggested that many of these tasks can be used in two settings: in the training of teachers and (with adaptions) in the secondary school. The materials published so far are plainly intended for trainee-teachers.

The 'perception tasks' may be straightforward, like:
'Go to your local supermarket, shopping centre, or town centre for an hour and estimate the proportion of people coming from Dutch, Western European, African, and Asian backgrounds.'

Or they may be somewhat indirect, like:

'List the contributions you were expected to make to life in your family (when you were still at home). Has anything changed? Now compare notes with the other members in your group. Is it possible to account for the differences? What about the similarities?'

The following is an example of a task inviting one to face prejudices. It offers statements for discussion, like:
- 'A girl can't be a good car-mechanic'
- 'All blacks are hooligans'
- 'The unemployed are basically lazy, if they wanted to they could get work.'

Coping with prejudice is not always simple. The following tasks ask trainees to react to a colleague's prejudices:
'How would you deal with the comments of the 'popular' colleague in the staff common room about one of his pupils:

'He's as intelligent as five blacks'
and:

'Check a popular newspaper for explicit and implicit racist/discriminatory reporting. And write a suitable letter to the Editor.'

Some tasks confront trainees with different cultural perceptions in order to raise awareness of how cultural background influences one's perception of the world. Do you know the answer to this one?

'Which word or concept does not fit in the following list:

(1) MAN, JUMBOJET, SWEATER, PENCIL, WOMAN,
(2) MIST, RAIN, SUN, CIRCUS, MOON,
(3) MOUSTACHE, BEARD, RABBIT'S MEAT, MUTTON.

[The answers are: (1) pencil, because it has no cross-shape, nor can it assume one (apparently dead easy for Moroccan children), (2) mist, because it isn't round, nor can it cause round shapes, like, e.g. raindrops in water (easy for Moroccan women), (3) beard; all the others are not allowed according to Shi'ite law.]

Conclusion

The Dutch have a reputation for tolerance, which is perhaps not always wholly deserved. The series of coursebooks for the training of teachers in lower secondary education, if used well, will provide future teachers with many of the means to help their indigenous pupils develop tolerance for the otherness of people coming from other parts of the world. At the same time these materials show trainees how to help children from these places to deal with the otherness of their Dutch fellow-pupils.(2)

It would be interesting to hear how other countries attempt to deal with such issues.

Notes:

1. At the time the project was planned, teacher training for primary, lower and upper secondary education took place in three different types of institution. At present, teacher-training for primary and lower secondary education is mostly offered by institutions combining these two. Teacher training for upper secondary education is dealt with in university postgraduate courses. It seems likely that in the near future all teacher training will be provided by semi-independent 'Educative Faculties'

2. Should anyone be interested in these publications, there are 24 titles available so far, all in Dutch except for the coursebooks for English and German. They are published by "Educatief Centrum Noord", Postbus 1018, 8900 CA Leeuwarden, the Netherlands.

GRIDS AS A REFLECTIVE TRAINING TOOL ON TRAINER -TRAINING COURSES

by Rod Bolitho and Tony Wright

Working experientially in trainer training poses a number of problems. One of the most familiar, to us, is that of levels. We find a need to deal with, and switch between, two distinct levels of activity (language classroom and training room) and three distinct roles (learner, teacher and trainer). In order to ensure that participants derive benefit from shared activities, we constantly find it necessary to stipulate these roles and settings, otherwise there is a danger of talking past each other in feedback and follow-up discussion.

Here are some examples of potentially confusing situations:

(i) On a train-the-trainer course we present a classroom level activity (eg a grammar game) to a group of trainers, and then have to guard against the danger that some will respond as teachers, some from the viewpoint of learners and others as trainers.

(ii) We present an activity targeted at the group of trainers (eg an ice-breaker, which has significance for the life of the group itself) and find some responding to it as teachers ("It wouldn't work in my classroom") and others as learners ("It was a nice game. I enjoyed it").

(iii) We share the viewing of a classroom video and find our trainers identifying with the teacher ("I would have asked more questions") or the learner ("It was a boring lesson").

(iv) We run a micro-teaching session, in which one or two participants 'train' their peers, who are playing the role either of learners or of teachers (or sometimes alternating between these roles for the purposes of the session). For some reason the potential for confusion here is particularly high.

One of the obvious reasons for this switching is that almost all trainers have first-hand experience of the role of teacher or learner, but may only be feeling their way forward as trainers. Thus the unconscious temptation to slip into a safer and more familiar guise is quite understandable, but may be counterproductive in terms of the aims of a trainer-training programme, on which we may want participants to view classroom experiences at a distance great enough to allow for objectivity. On the other hand, we would never wish to lose sight of the value of learning and teaching experience: training is an essentially parasitical activity which would not exist without learners and teachers. (Are trainer-trainers the ultimate parasites?). *

To avoid breakdowns in communication, blind alleys in discussion, and to promote constructive reflection, we have found it helpful to make use of a chart or a grid for cumulative completion after each experiential activity, or each stage in an activity. For example, for a 2-hour workshop on 'Teaching Grammar', we might select a series of 6/7 activities from teachers' resource books such as Ur (1988) Rinvolucri (1994) Frank & Rinvolucri (1991) or Hall & Shepheard (1991), sequencing them in a particular way to allow for variety of topic, interaction, activity type etc. We provide our participants with a blank copy of a grid such as the one in Figure 1, and pause for 5 minutes after each activity to allow them to complete the grid, and at the same time to allow time for any necessary clarification. After writing, we often allow time for small groups to compare notes.

It might be useful here to comment briefly in turn on the headings at the top of each column.

Name of Activity. Although we are always careful to acknowledge the sources of our chosen activities, we find that our participants often like to invent their own name for an activity. In that way, they feel more of a sense of joint ownership, and are more likely to want to try it out for themselves.

* See Saxon Menné's article Why Train? Page 28

Description of Activity. The first stage in reflection is clear recollection of an event. Here participants are encouraged to write brief but clear notes on the stages of the activity while it is fresh in their minds. They may include notes on timing, interaction patterns etc.

Purpose of Activity. It is here that the levels problem often surfaces. There is likely to be fruitful debate about the difference between classroom objectives and training objectives.

Role of the Trainer. In this column participants note down their perceptions of our role, which is the one on which they should be focusing for their own professional purposes.

Classroom Implications. Here teacher and learner awareness are needed as the basis for comment, which is often evaluative in nature.

How did you Feel during the Activity? This column provides a much-needed outlet for an effective response to the activity, and entries in it often form the basis for considerable discussion.

Other Comments. This is space for additional, unstructured responses to the activity.

At the end of the workshop, participants will have a complete personal record of the activities they have experienced, and will have begun the process of reflection and discussion, having established some objective distance from a closely involving shared expèrience. We never collect the grids in or ask to see them, since they may (usefully!) be used to 'let off steam' about the workshop, but we certainly invite participants to use them as a basis for feedback and discussion.

Headings in grids such as this one can be adapted and changed to match the needs of a particular session. Some workshops may take place solely at training level; others may mix classroom activities and training activities, grouped round a particular theme. We have used grids to good effect with teachers as well as trainers. They allow participants to reflect on different training and teaching purposes in a carefully structured but open-ended way. We have found them invaluable as a training tool, and believe it is well worth sacrificing one or two activities from a 2-hour workshop to allow time for reflection after each activity. They seem to help participants to start the process of principled thinking about shared experience. Participants themselves invariably appreciate this thinking space and the lulls in a hectic sequence of activities.

We'd like to hear from colleagues who have used similar devices, or who would like to offer any comments on the idea we have presented here.

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FIG 1: Grammar Activities Workshop

Name of Activity	Description of Activity	Purpose of Activity	Role of the Trainer	Classroom Implications	How did you Feel during the Activity?	Other Comments

A TRAINING GAME

WHAT IS A LANGUAGE?

by Sara Walker

This is a game of similes or comparisons, which aims to create light-hearted imaginative insights into what a language is and how it works. If, like me, you teach English as a means of communication, but occasionally find yourself wondering what on earth it is that you are teaching, try this game on your colleagues or your trainees. It makes a useful warmer to a session on such serious topics as structural versus functional approaches to language teaching, or discourse analysis, or any session with a mainly linguistic focus.

Time:

Approx 20 minutes

Materials:

A small picture card for each participant (pictures of animals, insects, musical instruments, utensils, food, clothes, etc. Virtually any object will do, but each card should be different).

If you are working with non-native speakers, write the name of each object on the card, so that vocabulary doesn't present a problem.

Arrange the cards in sets of about 5 pictures, each card from a different category of object, so that each group gets a wide variety of pictures.

Procedure:

Participants work in groups of around 5.

Give each group a set of picture cards.

Give a model comparison, using one card: eg. "A language is like a pair of binoculars. When you use it properly, it brings the world into focus."

Invite the participants, in their groups, to use each picture in a comparison (involving either "a language" or "English").

Feedback:

Ask each group to choose one or two of the best comparisons to share with the whole class.

TRANSACTING TEFL

by Neil Jones and Lorrie Phillips

How often have you made a perfectly innocent comment to a trainee/student only to be met with a negative reaction - such as hostility or fear? Did you feel you could have said the same thing in the same way and in exactly the same situation - but to a different student/trainee - and be met with a perfectly acceptable response? It is precisely in this area (eg. giving feedback after lesson observation) that we have found Transactional Analysis (hereafter referred to as TA) invaluable.

TA is a theory of personality and of communication devised by Eric Berne in 1961 and since used and refined in areas such as therapy and management training.

The basis of TA is Berne's concept of ego-states, states of being that we can switch between from one moment to another even though we may not be aware of them. These are called Parent, Adult and Child (note the capitals) and are usually represented diagramatically as:

P (P = Parent)

A (A = Adult)

C (C = Child)

Berne chose these three terms for his three ego-states, but it is important not to confuse them with the meanings we normally attach to these words. For example, an actual parent is capable of being in any one of these three states at any given moment. To get a clearer idea of the PAC ego-states, try the following exercise.

Under the three headings, Parent, Adult and Child, list as many adjectives, positive, negative or neutral you think would be typical for them.

Once you have produced your three columns, compare them with the following which teachers in our seminars have come up with. Notice we have grouped them, as Berne would have, in five columns rather than three. Now reassign your adjectives to the group that best fits with them.

(1)	(2)
critical	caring
strict	supportive
controlling	protective
directive	nurturing
judgemental	encouraging
authoritarian	over-protective
domineering	anxious
intimidating	patronising

(3)
rational
analytical
boring
logical
detached
unemotional
unfeeling
clear

(4)	(5)
spontaneous	obedient
creative	rebellious
lively	resentful
imaginative	un-cooperative
charming	sullen
loving	demanding
energetic	accommodating
impulsive	destructive

Within the three ego-states, we can distinguish five extremely useful sub-states, known respectively as:

(1)	(2)	(3)
Critical Parent	Nurturing Parent	Adult

(4)	(5)
Free Child	Adapted Child

Depending on the situation, all five of these could be useful for a normally functioning person, provided they were used appropriately. As you can see from the list of adjectives above, each one has its positive and negative aspects - for example Nurturing Parent, an ego-state that will be very familiar to teachers, can be supportive and encouraging, but also over-protective and suffocating.

Although the nature of each of the five states should already be fairly clear from the key adjectives commonly associated with each one, it is worth taking a little more time on the differences between Adult and Parent as participants at our workshops commonly had most difficulty here. Berne saw Adult as being, logical, unemotional, the problem-solver. It is best thought of as playing the part of the logical, unemotional Mr Spock from television's Star Trek.

Now let us relate these five states directly to our own jobs as teachers/teacher-trainers. First, taking each ego-state in turn, take a few minutes to think of different working situations where it might be useful - even essential - for you to be in one particular ego-state. When you have identified an example, think of the different things you might <u>say</u> in that situation, your <u>tone of voice</u>, <u>posture</u>, and the <u>gestures</u> you might use.

Here are some example for you to consider:

1) A student asks you a complicated - and intriguing - grammar question. You can work it out but you really have to think hard before you can come up with an answer. You may adopt a pose similar to Rodin's, "Thinker" as you ponder the problem. If you speak out loud, your tone might be thoughtful. And you will be in Adult.

2) A student has just realized they have misunderstood something, and looks despondent. You lean forward, say something encouraging and supportive. Your tone is warm, your expression smiling. You are in Nurturing Parent.

3) It is Friday. A student has come late every day this week, disrupting the class each time, and now, ignoring a previous promise to you, has just marched in late again. You tell the student this is unacceptable. You may emphasise your words with a pointing finger. Your tone may be stern, even harsh. If so, you are in Critical Parent.

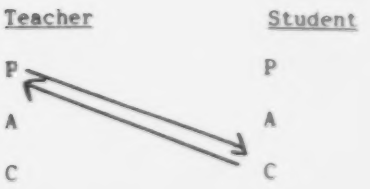
4) In a teacher-development meeting, you and several of your colleagues brainstorm new ways of using self-access materials with students. The atmosphere amongst the group is co-operative and friendly, and you come up with several fresh and potentially interesting ideas. You are in Free Child.

5) You and your superior at work differ over a point of methodology and, although you feel your ideas are valid, you are over-ruled. You do what you are instructed to do, even though you remain unconvinced and may even resent this decision. You are in Adapted Child.

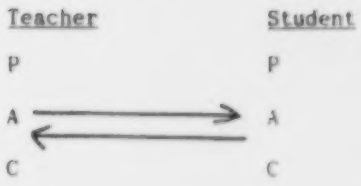
Looking at the above examples, you can see that a normal functioning teacher is going to need each and every state in different situations. However, arguably most of us will want to avoid Critical Parent wherever possible and use our Adult and our Nurturing Parent wherever appropriate. To do this, it is helpful to be able to recognise these ego-states, both is ourselves and in others. As already stated there are clues given by posture, gesture, and voice-tone. There are also words and phrases typical of each one (eg."must" for Critical Parent) and, in the case of identifying your own ego-state, typical feelings you may begin to become more aware of.

Having established the PAC building blocks of Berne's theory, let us now go on to interaction between two (and sometimes more) people - which we can think of as interactions between their ego-states. Berne called these transactions (hence the name Transactional Analysis) and he identified three types which he called Complementary, Crossed, and Ulterior.

With Complementary Transactions, you get successful on-going communication, and we can diagram two examples of this below using the PAC model.



A teacher might initiate something from the Parent ego-state (hopefully Nurturing Parent) and the student might respond appropriately in Child.



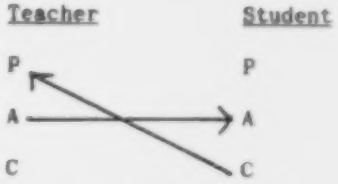
A student might ask a question from the Adult and the teacher answers in Adult.

With both examples, communication continues smoothly. Essentially 'what you see is what you get".

Crossed Transactions are where communication clearly and obviously breaks down. Consider the following conversation between teacher-trainer and teacher:

"I'm interested to know why you chose that particular reading comprehension." (The trainer is genuinely interested. There is no intention of criticism on the trainer's part.)

"Why?" (said defensively). "What's wrong with it?" Showing this on a PAC diagram, we get:



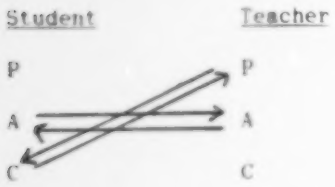
Here again "what you see is what you get". However, communication does not continue but instead breaks down - and both participants know it. (Berne calls this the exasperating or interrupted transaction.)

Ulterior Transactions are where communication appears to be continuing although below the surface, the seeds of potential breakdown are already there - what you see is clearly not what you get. This is exactly the situation we outlined in our opening paragraph. Something is going to go wrong here even though on the surface there may seem no reason for it to happen. For example, consider the following conversation between a student and a teacher.

"I've got a problem learning new vocabulary."

"Well, why don't you try grouping new words under different subject headings?"

"I find that very confusing."



The actual words themselves may appear to indicate what is going on but the reactions and feelings of the participants show us that communication is also taking place at another level. The teacher may feel that the transaction is Adult-Adult, whereas at the hidden level, the student has started in Child, and the teacher is actually in Nurturing Parent.

When you get "an on-going series of Ulterior Transactions which progress to a well-defined and predictable outcome", you get what Berne calls a Game. The dialogue above is the opening of a game of "Why Don't You ...?" Yes, but ..." which was the very first game that Berne identified. This is a very common game for many people - especially for teachers. If we play out our previous example, we might get a conversation that continues like this:

"I find that very confusing."

"Well, what about reading newspapers. You could read an article and write down five new words and then look them up in your dictionary."

"I'm not interested in newspapers."

"Why don't you do the extra exercises in the workbook."

"I don't have time for that."

"Maybe you could buy the new book that focuses on vocabulary."

"No, that doesn't look very good to me." .....etc.

At the end of this, the teacher is likely to be left with a negative feeling - the predictable outcome. This feeling will be a familiar one (Berne's predictable outcome) because the teacher will have played this game with others before. The student plays the opposite hand in this game and for the student too it is a game that has been played many times before, even though neither participant may be consciously aware of this.

From the evidence of the example given above, you may feel confident that "Why don't you ...?" is not a game that you would ever play yourself. Not everyone plays the same games and so this student would not be able to hook you into playing his/her game. Of the two writers of this article, one of us plays this game - and easily identifies with the example situation - whereas the other does not. This does not mean you do not play games, it simply means that you do not play this particular one. Here are a list of some common games - find the ones you do play from amongst them. (If you cannot, ask someone who knows you well to spot your game(s) for you.)

1) **Why Don't You?...Yes But.** The initiator invites advice from others with 'I've got a problem'. Solutions are rejected with 'Yes, but... culminating in feelings of self-righteousness in the initiator at the expense of the other.

2) **Kick Me.** Here the initiator says or does things which provoke others to criticise or punish him/her in some way. For the initiator, this negative recognition is better than no recognition at all.

3) **Stupid.** In this game the initiator needs repetitive clarification on points of misunderstanding. At the end s/he may well say 'I must be stupid' (unless someone beats him/her to it and says it for them). People who are really stupid try to hide the fact. People saying Stupid advertise a level of stupidity they do not actually possess.

4) **Blemish.** Here the initiator enjoys feelings of superiority by always being able to find some minute fault no matter how well the other's job is performed.

5) **Try and Make Me.** The initiator will often provoke somebody to try hard and get him/her to do something s/he has no intention of doing.

6) **Now I've Got You.** The initiator will watch, even set up a scenario where somebody makes a mistake. S/he steps in to point out the error or inconsistency, causing the other person to feel bad whilst s/he enjoys feelings of superiority.

7) **If It Weren't For You.** Here the initiator complains endlessly that if it were not for some other person (not necessarily the person s/he is playing the current game with) they could achieve something which at present they feel they cannot. ▶

8) **Do Me Something.** The initiator covertly manipulates other people into thinking or acting for him/her.

So now you know your game. Both the basic situation and negative feeling you are left with at the end of it are familiar to you. What you need to know now is, how you can avoid getting hooked into playing your game. The key point to remember is that it takes two to play a game.

The first step then is awareness of your game, the second is recognition of when you are about to be hooked into playing it, and the third is taking conscious action to stop yourself being hooked (or, if sometimes necessary, stopping yourself in the middle of a game).

This third step is probably the most difficult. There are various ways of breaking the game pattern. You could choose the direct approach and confront the other player, although neither of the writers here felt comfortable with this one - and interestingly there seemed to be cultural differences amongst our British and American participants on this! A reliable alternative is to consciously move into Adult. Remember that Adult is the logical, unemotional problem-solver. As an example of this, let us repeat the same initial 'hook' from the student for another game of "Why Don't You...? Yes But..." as above.

"I'm having problems learning new vocabulary, what do you suggest?"

"I see...what ways have you tried?"

"Lots. None of them have worked."

"There're many different ways, some work better for some people than others. Do you read anything in English?"

...etc

Here the teacher has gone back to his/her Adult. S/he has appealed to the other's Adult. This time the teacher deals only with facts. A useful way of remaining in Adult is to ensure that you gather as much information about the problem as possible. A by-product of this is that the teacher is far more likely to find a suitable solution for this student.

Developing an awareness of games we are drawn into playing offers us insight into areas of our professional lives that have previously been difficult to handle. TA offers us a framework for identifying such difficulties and also offers effective strategies for counteracting the invariably negative results of game playing.

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PROFESSIONAL SELF IMAGE IN FLTT

by Ephraim Weintroub

One of the features of recent developments in present day society is the uprooting and movement of large groups of population from one country to another often resulting in a need for professional re-training and assessment.

Israel has, over the past 3 years, been faced with an influx of half a million immigrants from the former Soviet bloc (equivalent of almost 10% of Israel's population). Amongst these have been a large number of former teachers of English. As standards, approaches and curricula are vastly different, there has been a necessity for establishing a large number of Retraining Centres for the hundreds of teachers who hopefully will be integrated into the system.

This article will not deal with the content or framework of the courses themselves but the process undergone by the re-trainee.

The trainees enter the new situation with their own self esteem firmly established. They have taught for many years with varying degrees of success in systems which they understand and know. This familiarity enables them to feel secure and it is this security and knowledge which enables them to grow and feel that inner worth which gives the professional the strength to withstand storms and have the courage to take new steps. Any professional who does not have a sense of his or her own self worth will reflect this in everyday work and in the way they interact with those around them. Teachers lacking in a belief in themselves will react negatively to pupils and may often entrench themselves against changes. Without self esteem, the professional 'soul' will wither away.

The veteran teacher taking first steps in a new framework and society will often feel disorientated. Much like a drowning person, he/she will clutch at the familiar or the well remembered as the only way. This of course may be a way of keeping afloat, but it also stops the trainee from moving forward.

Another reaction is 'culture shock'. A Soviet immigrant teacher used to a system which is clearly defined and centrally controlled may find himself at sea in a system of teacher autonomy where teachers have to prove their worth in each class. Changes like this are very sharp and severe and result in a sudden drop in self esteem. "I once was a good teacher" sighed the former school principal from Leningrad who had been unnerved by the difference between the Israeli school system and the old familiar one.

It is essential for such re-training courses to build on the experience and professional world of the immigrant teacher. If the process is one of building, adding and re-direction, then the re-trainee will not feel that professional self esteem damaged/undermined. Without a feeling of wholeness, there will be no growth. A tree that has had its roots tampered with is traumatized and a professional whose previous experience and worth is denied/devalued may not have the courage to restart, either.

We should not forget the individual and his world when we in our omniscience decide to re-train immigrant teachers. When their worlds of experience and value are accepted as the starting point, they will be able to grow in the new situation.

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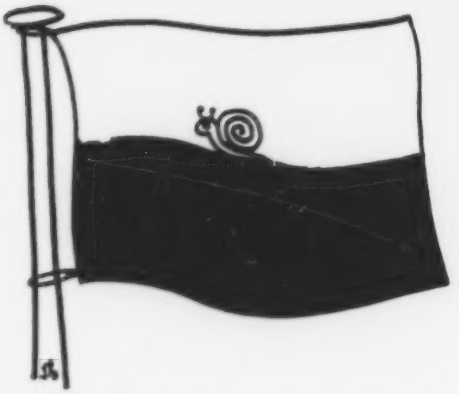
In this article Melanie Ellis vividly describes the situation in Poland, which is maybe paralleled by things happening elsewhere in the area between the Oder-Neisse and Vladivostok.

At a recent conference I heard from an Albanian colleague how the impact of capitalism has solved overcrowding in secondary schools. Half the kids are out on the streets selling things and schools that used to have eleven classes now have five. Over to Melanie and Poland:

Guest Editor



THE PRICE OF CHANGE by Melanie Ellis

East and Central Europe are now a target area for foreign institutions and companies looking to expand into a new market. This article aims to give an insight into the complex reality that is Poland today with particular reference to teachers who are changing their qualifications.

The teacher education project in Silesia, Poland is profoundly different from any other work with teachers which I have been involved in, because of the rapid changes Eastern and Central Europe are undergoing.

This is a project for teachers, already contracted and working as teachers of English in school, who are not graduates of an English department. A few of them are former teachers of Russian, but the majority come from a wide range of different backgrounds - chemists, economists, engineers among others -some with substantial teaching experience, others with little. Their motive for changing job is usually economic necessity. Either there is no longer any demand for them in their subject areas - the institution is under-financed, the former market has collapsed, the company has gone bankrupt - or they cannot earn enough to live on doing what they did before. English teaching offers the possibility of extra, evening work in private language schools, or of teaching privately at home. The demand is such that the customer is not yet very discerning about quality, as long as the price is right.

It is a desperate motivation, fed by the threat of unemployment and the terrible fear of constantly rising prices and frozen salaries.

This is a world which has turned on its head. We reminisce about the simplicity of the old days. You stood in endless queues, bought what you could and made do. You rarely asked the question "Why?" because either there was no answer, or the answer was straight from 'Alice in Wonderland' and left you more resentful and confused than before. Energy went on 'arranging' things - from foodstuffs, through medicines to building materials. Suddenly democracy and its attendant market economy burst in, with colour, brighter lights, shiny packaging, speed, ease and status consciousness. The painful process of re-learning how to live began. Things which are second nature to western Europeans came as a shock. The discovery, for example, that the same product was available in several shops, but at several different prices, was quite new. The concept of shopping around for the best buy was quickly learnt. The idea that foreign, brighter and glossier does not necessarily mean better quality is taking longer.

In English teaching there have been many shocks but the greatest was the sudden in-rush of the western publishers with more books than ever dreamed of in brighter, bigger, picture-filled splendour. The local books with ecological recycled paper and tiny black and white illustrations look like poor cousins. If the kids could choose of course it is obvious which they would like. Their beleaguered parents on eastern salaries and faced with western prices like whatever is most affordable - and that is rarely the western-produced book, except where a locally published edition is being produced.

Concepts unfamiliar in the past have reared their ugly heads. A gulf between the haves and the have nots, unemployment, violent crime, theft, advertising, debt. With as yet little provision for the unemployed,

poor benefits and jobs hard to find, there is for the first time real fear about the future. The atmosphere is one of constant change, inexorably moving the country into a new way of being. There is a sense that what is coming, will come whether it is desirable or not and people are swept along, bewildered, trying to make sense of it.

Against this already stressful background is placed an education system in a process of change. Schools have more autonomy now. Local authorities for the first time have budgets which they must learn to manage. Spend it all at once and, they have discovered painfully, there is no more. Forget to allow for inflation on fuel bills and the school must close in the coldest weather. Accountability, competition and, more recently, effectiveness are the concerns of the moment. Yet at the same time this is not a Third World country. The universities here are among the oldest in Europe. Scholarship is cherished and of world standard. In the struggle to acquire new skills this cannot be forgotten.

The Ministry of National Education (MEN) have changed their minds regarding "unqualified" English teachers once already by suddenly abolishing the State Recognition exam in 1992. This has meant that teachers are reluctant to believe them when an announcement is made now. The tone of a recent document is desperate. Addressed to heads of school and decision-makers in the local education authorities it insists that the three-phase re-qualification process and deadlines, (announced in 1992), must stand. Teachers not attaining phase one by September 1993 MUST NOT continue teaching. I wholeheartedly support them in this decision, but the reality is hard. Phase one is Cambridge First Certificate. The exam fee alone costs two months' salary for an unqualified teacher, who receives a token amount of the already-low teacher's pay. Added to this is the small print which states that only teachers with grades A or B will be allowed to teach. The stress level is palpable, tears frequent, anger bursts out unexpectedly.

The most resourceful of our participants is knitting her way to her exam fee, sitting up all night between teaching to run off fashionable sweaters on her knitting machine - bought several years ago with the proceeds of a grape-picking holiday in France. She also acts as an agent for several UK language schools, but the profits are small as few can afford so much. How she manages to plan lessons, teach and cope with a husband and two sons as well as studying for the exam I do not know. Some mornings she is speechless with tiredness, but is always cheerful and manages a smile.

The breakdowns, which seems inevitable, are painfully dramatic. "How can anything I do have any value?" wept Barbara, a highly-qualified Russian teacher with 15 years' experience. "I know I'm not good at what I'm doing!" The plight of the former Russian teachers is perhaps the easiest to empathise with. One could, with a little imagination, put oneself in their shoes. Their fury at their less than adequate competence in English is hard to assuage. The best are bilingual Russian/Polish, steeped in the literature and a love of the language. English is a poor second in those circumstances. At the end of residential courses I have begun to make a point of asking them to sing Russian folksongs. They need to, so that for a little while they can lose themselves in a language which is no effort to them and presents no threat.

Am I going to pass? Am I going to get a B? Am I wasting my money? If I pay the fee it means my child can't go away for 'green school' (the whole class goes to a mountain resort to escape the heavy pollution). We won't be having a holiday this year - we can't afford it because of having to pay for the exam and I can't do much evening work at the moment because I'm studying. I've had to borrow the money from my family in Germany, because I MUST teach in September, so I can't wait until I've saved enough.

The pressure is unrelenting, desperate. There have been days - dark, overcast Silesian winter days, when I have had to abandon what I had planned and ask them to tell me what has happened, as the atmosphere has been so flat and gloom-laden. I improvise 'off-loading' activities and jolly them along with funny stories. Marking written work has become a tightrope walk. No comments and they rage at me about the effort it was to find time and quiet to do it and what does a tick mean - will it pass? Mark on the exam rating scale and I have outbursts of "My husband was right! I'm wasting our money - I'll never pass." Write comments like 'Good!' and I still get asked, yes but is it good enough?

The counselling element of these courses is vital. There is a lot to be said and even more to listen to. We have to talk about the old days, about now, about the kids in school, about drugs and battered kids and ▶

alcoholic families; about heads of school and the attitude of other members of staff ('they don't speak to me because I'm not a proper teacher') ('they tell the director that I'm not teaching as I should be' 'Have they seen you teach?' 'No' 'Has the director?' 'Not yet' 'Well then...shall I come?'); about problem kids ('he just sits and rocks') and difficult books ('It seems to go through a lot very fast' - comment on beginning book for vocational secondary schools which covers five tenses in 12 pages), about their own studying ('I just don't have time' - her colleagues sorted this one with a wealth of ideas for how to do two things at once - 'Listen to the BBC World Service when you're in the kitchen late in the evening making the next day's dinner, or doing the ironing. Make key cards to look at waiting for the tram or walking the dog. Lock yourself in the bathroom for half an hour with a grammar book...)

Macdonald's opened a few months ago and I went along to have a look. It was a terrible shock. A huge restaurant with seats for about 150, tiled in shades of pastel pink and beautifully furnished. Despite snow in the street the floors were spotless, thanks to four women whose sole job seemed to be mopping up endless trails of muddy feet.

On a particularly low day I told them about it: "So now you can stop worrying about everything. If you fail the exam you can always go and wash the floors in Macdonald's..." There was a fraction of a second of horrified silence before they realised it was a joke and then someone cracked back: "and get paid far more than we'll ever get teaching!"

This is what change is all about: fear, tears, and sometimes, laughter.

Melanie Ellis
Wojewodzki Osrodek Metodyczny, Katowice.

TEACHING IS TEACHER TRAINING

by Jim Wingate

Invite your pupils to imitate you, or to imitate a colleague of yours. They do it very accurately! Even my total beginners, and even the aphasic pupils I've had who could not speak at all, even in their own language observe, experience and absorb my techniques, my lesson structures, my methods. They can reproduce the form and feeling and style of my lessons. In fact, they pick these things up more quickly and accurately than my teacher trainees.

So, truly, when I teach, I am training my pupils as teachers, whether I mean to or not. Neuro Linguistic Programming says "Don't ask a good teacher to tell you why he/she is a good teacher. No. Watch and observe what he/she does, and imitate it."

My pupils watch what I do. Often they watch with their whole bodies. When they imitate me they become me, posture, voice, mannerisms and all.

So I do a technique with my pupils. "Here's a game. We'll do it together. Now you do it." "Remember this activity? You take it now, and adopt it, change it, make it suit your style."

Teaching and Training Similarities

I do all these things too with my in-service and pre-service teacher trainees. I also help them to insights as to how they, as individuals, learn eg. visually, audially, kinaesthetically, as accommodators, divergers, assimilators or convergers, left brain or right etc etc. Now I do these insights with my pupils too and they learn to translate the way I teach into the way they, as individuals, learn.

"Good teacher training must be good teaching" has been my guiding maxim. Now I let it build its own bridge back ie. "Good teaching is good teacher training."

I encourage my pupils to take over the process as soon as they have experienced it as that form/technique/method, and they make it their own. My job is then to pass them the content or to negotiate with them the content to be contained within that process. We agree the grammar point, for instance, to be learned or practised using the game they know.

Teaching and Training Differences

The only difference between teaching pupils, and training teachers is for me simply the luxury of time. I have far more time with my pupils. I therefore don't pack 4 lessons into 40 minutes as I do with teacher trainees. Instead, the training takes real time and is therefore more effective and complete. A lesson takes its 40 minutes. We work right through each activity. It is a whole experience rather than a collection of recipes demonstrated.

With my classes of pupils I avoid some of the frustrations of teacher training. I therefore train my pupils in the way I would ideally like to train my trainees.

Better Training

Why don't I cross the bridge again, then, and train my trainees the way I now train my pupils? Yes, when I can, I do. More and more of my training of teachers consists of real lessons in a real foreign language with feedback at the end of the language learning. The feedback is about how we learned, and what we learned about ourselves through learning the language. I use the same feedback with my pupils.

These experiences are the "upside" of being a teacher trainer and I love it.

The Downside

What I hate most about teacher training is that the trainees have already been trained as teachers when they were pupils by their teachers, who in turn were trained when they were pupils by their teachers, and thus self-perpetuating awfulness is deeply ingrained in my pre-service and in-service teachers.

Negative Messages

Mainly what the teachers have already learned when they were pupils are "I am stupid". "Language is difficult." "Learning is difficult." "Learning shouldn't be fun." "If it's not hurting it's not working." "I am ignorant. I don't know language."

My greatest struggle with my teacher trainees is to replace these negative messages with positive ones. To do this I teach them a new language and they experience it as quick, easy, fun. They experience themselves as knowing and intelligent while they learn the new language. They learn up to 120 new words, per hour with the grammar too. Yet still the negative messages persist, and they pass them on to their pupils.

My Motivation

What motivates me to continue?

Pity and anger.

I'd like to replace these. To my taste they are ugly emotions. Yet they are justified. I pity pupils who receive such negative messages and have their time, energy and potential wasted so systematically. I am angry at teachers for oppressing pupils with the slowness and ineffectiveness of their teaching.

For 13 years I have been doing lessons with teachers' pupils' in a role as guest teacher while the teacher has watched me working with his/her pupils.

The most frequent things the teacher says to his/her pupils at the end of the lesson is "I didn't know you knew so much English!" "I didn't know you were so intelligent!" "I didn't know you cared!" "I didn't know you were so confident and creative!" I respect the teachers' honesty, but my heart screams.

What to do with Anger?

My anger and pity are thus constantly confirmed and fed. Perhaps I am angry at the wrong generation of teachers, and should fulminate at the teachers who taught those teachers when they were pupils, and who taught them that they knew little English, were unintelligent, uncaring, unconfident and uncreative.

I try to do the NLP thing of "sharing a positive attitude and vision of how much better we can all learn to be as teacher." 'But sometimes I simply have to express my passion and anger.'

When I work with pupils it restores my equanimity because pupils are not as set in their ways as teachers. Pupils are more receptive and flexible. They are not seeing themselves as teachers therefore there is less interference from their experience of teachers. So pupils are easier to train as teachers than teachers are.

I therefore recommend that we train teachers when they are pupils, and before they choose to be teachers. That is the best and most effective time to train them.

Final Thoughts

I hope to become clearer with my teacher trainees in opening up the pupil in them, putting to sleep their self-image as ▶

'teacher' or 'future teacher', and helping them to construct their own style directly out of the new experience of pleasurable learning of a new language. I am therefore creating the circumstances where my trainees regress, and regain former innocences.

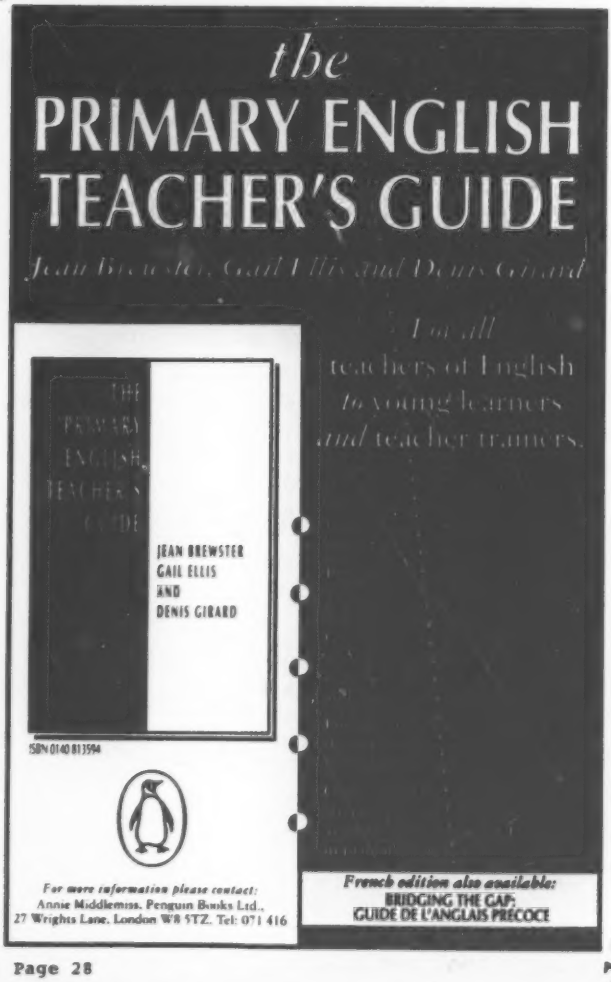
"Teaching is Teacher Training."

Therefore "Teacher Training is Teaching."

I invite any negative or positive response or further exploration. Please write in to The Teacher Trainer magazine.

* Editorial comment

When I first worked with teachers of French in the UK I realised I was not getting rapport. At first I could not see why. Gradually I came to realise that in the presence of these UK teachers of French I was feeling fury at the poor way my own children were being taught French. This fury made rapport very hard to get. Things improved when I put my parental glasses back in their case.


the
PRIMARY ENGLISH TEACHER'S GUIDE
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BRIDGING THE GAP:
GUIDE DE L'ANGLAIS PRÉCOCE

Why Train?

by Saxon Menné

It's in the nature of things that people who have reached a certain level in a hierarchy become attached to the hierarchy itself. Having succeeded in reaching that level, they stop querying the basis of their job and the necessity for having it at all. They prefer not to consider whether their job serves any useful purpose, and whether or not that whole level should be scrapped.

The function of "teacher-trainer" is not an obviously useful one. A master craftsman, for example, has reached the top of his profession, and is expected to train others. There is not, then, a separate level of master craftsman who trains other craftsmen in the methodology of training apprentices. In language teaching, and in the drab world of formal education in general, someone has suggested, and apparently everyone has accepted, that it is not enough to be a master of your subject - you need instruction in how to instruct. You need to be told how to be a good teacher.

What is it that defines a good teacher? We all have our favourite definitions at different times, and I am willing to bet that whatever your current favourite is, it will centre on something that cannot be trained, so that pretending to train people in it is, at best, pointless.

For example, good teaching involves a skill at simplifying tasks to the level where they tax the learners without defeating them. This is like an art or a sport, where you improve with practice, and you can be encouraged and maybe coached from the sidelines - "try rolling your wrist a little when you hit the forehand" - but you can't be trained to do it.

One worthy function of the teacher is the creation of a sort of art form, where the course as a whole and the lessons individually have a pleasing shape and a satisfying content. As with any art form, it's possible to describe how some old master used a certain approach, and to get people to be more appreciative of the form in general, but it is not possible to train people to produce it. You can only train

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people to produce pastiches of other people's work: teaching with no heart. This is precisely what teacher-training ends up doing.

A definition of the teacher's function - is it Rogers who says this? - is that it is to collaborate with a learning process going on in the student(s). On the occasions when this happens, it is mysterious, reliant on idiosyncratic qualities in the teacher, and unpredictable. It is quite impossible to train somebody to recognise and respond to a learning process going on in someone else, let alone to train them to collaborate with it.

What, then, is the point of teacher-training?

The point is that it gratifies various bureaucratic and hierarchical needs.

A born teacher does not need training, and cannot be trained anyway. He or she may or may not benefit from exchanging ideas with colleagues. That depends on whether the colleagues' ideas help or hinder. A powerful natural lecturer - such people exist - will get the message from senior teachers now that there is something improper about the lecture form in itself. The result is a loss, not a gain. You get a powerful lecturer trying to run workshops.

For every one person for whom the current methodological orthodoxy, whatever that happens to be at the time, is helpful, there will always be several for whom it is not.

The result of exposure to methodology is good natural teachers distorting their common-sense styles. Natural good schoolmasters; people who like simplicity; people with natural authority; naturally sympathetic people; all decide that their natural style must be changed.

Left in ignorance, these people would help wave after wave of students. Through being exposed to methodology they become unsure of themselves, and waste their energy trying to follow their trainers and their trainers' models. For the majority, training deforms.

Now, education authorities want a system of formal qualifications to simplify their work. They want a simple scale, preferably expressed in numbers, which will allow an overworked clerk to decide whether someone is capable of doing a certain teaching job or not. (So then you hear of only PhDs being shortlisted for an upper elementary class.) The education authorities turn to senior teachers, you and me, for help. We should respond with "Push off - it's a complete nonsense - If they know the subject matter, in this case if they can speak English, and if they turn up to the interview sober and on time, then you may or may not have a competent teacher in your sights - How you sort the rest out is your problem, not mine." But of course we are flattered to be asked our opinions. We purse our lips and look thoughtful, and say "Well, of course, we must include an element of modern methodology."

We all know of excellent natural teachers who have failed some TT course or exam or other - the number of good teachers who fail the RSA/UCLES dip. is amazing, considering its aims. Even worse, we all know lots of people with teaching qualifications who shouldn't be let loose in a classroom.

A professional reference I saw recently said "... finds it difficult to listen to the students ... in time may become a good teacher." Why was this person ever given a teaching qualification? Because he satisfied the requirements of the course, which were not to be a teacher - you can't train someone to be that - but to have a certain body of knowledge, and to be able to do pastiches of probably one teaching style.

The education bureaucracy wants an apparatus, and we connive. Once the apparatus is in position, it develops its own inertia, and the effects are mostly pernicious.

One of the most pernicious effects is on senior teachers themselves. They see themselves as part of a professional group, and do all the appalling things that a professional group always does: showing contempt for anyone who is not a colleague, developing a mystique with a protective jargon, closing ranks whenever a member of the same perceived profession comes under ▶

attack. All the unpleasant and irritating behaviour that one associates with reactionary groups like doctors and lawyers..

Does this ring a bell? A student expresses doubts about one of your colleagues. Now you know for a fact that that particular teacher has been clinically barmy for at least three months. But do you say "You've only just noticed?" No. You go all guarded and say "Yes? I don't know about that. I do know that he's very experienced teacher -very experienced and very able."

Why? Because he's one of us. Because one day you might come under attack yourself, justifiably or unjustifiably, and you hope your colleagues will stand by you if that happens. Because there's a professional mystique to be upheld.

It's not just closing ranks to protect an individual colleague. Whole systems, whole institutions are protected. The normal result of bright people, people with real sparkle, being promoted into teacher-training positions, is that they start to give public support to those aspects of the status quo that previously they would have attacked. Why don't senior teachers provide persistent, concerted criticism of the RSA and the Cambridge Syndicate, to mention just two deserving targets?

Given the existence of teacher-training, the cultivation of hierarchy and professional mystique is inevitable. A second pernicious effect, and I don't know whether this is inevitable or not, is the emergence of proselytes.

I am not now talking about run-of-the-mill TT: the dire PGCE course at some gloomy college. The effect of that, if any, is to produce a bored and boring group of trained members of a closed profession. (Listen to the trainees' resentment in January at the irrelevance, the shallowness and tedium of such a course - then listen again in April to those same trainees, now just waiting for the qualification that will satisfy the educational bureaucracy). That is pernicious enough, in all conscience, but it is not as bad as the results of really good, inspirational teacher-training.

Do you remember the ferocity with which people attacked translation, dictation, overt grammar teaching, all sorts of harmless little tools that a language instructor might find useful? All the passion, the denunciations?

That certainty and lack of vision is still in evidence now, though finding other targets, and it is the direct result of inspirational teacher-training.

Whenever I come across someone who speaks English better than they should given their background, better than necessary given their circumstances, I try to ask them how it happened. Sometimes they give the credit to a teacher, and then I ask about that teacher. They never say the teacher was good at getting them through exams, or very smoothly professional. In fact, a typical description would be the following:

"He was a drunk. On Monday mornings he came to class straight from the bar where he'd spent the whole weekend. He hadn't been home, and he was still drunk, and we laughed at him. He'd shout and swear at us, and then he'd take out a copy of some Dickens or something, and say that this is what we were laughing at. He'd walk round the class, reading it aloud, and trying to explain it, and saying how wonderful it was. We all laughed, but there was something about his enthusiasm, his passion."

Maybe it's worth considering advising teachers to forget all their training, to drink half a bottle of vodka, and to trust in the god Dionysus.

Such a course would be very short, and you'd probably have difficulty getting it validated, but it would be much more praiseworthy than the standard teacher-training course.

Some activities are a harmless waste of time: doing crosswords, watching rugby, putting up shelves in the kitchen, that sort of thing. You may not agree with my examples, but you know what I mean: activities where the most that can be said for them is that they pass the time in a not unpleasant or totally antisocial fashion.

Other activities are not only a waste of time, they are actually likely to cause harm to the people who are involved in them, and even to innocent bystanders. Playing Monopoly, I think, makes people selfish and bad-tempered, if only temporarily; some violent sports seem to have bad effects on the participants and society in general; smoking seems to be a bad thing.

Teacher-training falls into the second category.

Have You Read?

Ways of Training by Tessa Woodward

Pilgrims Longman Resource Books.
184pp. Longman 1992.

Reviewed by Jeremy Harmer.

A few days ago, at a university in Turkey I was talking to a teacher trainer who gave me every impression of professional and humanistic competence. "The trouble is," she said, "I'm getting fed up using the same old routines with new groups of trainees. I'm feeling really stale." Of course you can say to her "but a new group of trainees won't think you're stale. They won't have seen the routine before," and I did. But the feeling of staleness both for teacher and trainer is a very real one, a crisis that many of us face from time to time. It is precisely at such moments that we need new ideas, new stimulation, new questions and answers, new ways of looking at old procedures. And that is what Tessa Woodward's book aims to provide. If any one kind of trainer can be thought of as the target audience for this book it is someone who feels 'stale'.

Ways of Training has an introduction which explains how and why the book came to be written, what assumptions underlie it, how the book is organised and how the material can be used. Chapter 1, called 'Making this book work for you' discusses the process of training in more detail, showing how different processes can be applied to the same basic procedures. Chapter 2 (Input) looks at ways of revitalising the acquisition of information by the trainee. There are many different ways of dealing with the process of lecturing (15 in all), ways of getting the group of trainees to provide input, and experiential tasks. Chapter 3 looks at ways of getting trainees to react to information before, during and after Input. Chapter 4 (Moving on from Input) looks at ways of helping trainees to store, remember and organise information. Chapter 5 (The teaching encounter) provides many different ideas for planning observation lessons, observing lessons and giving/organising feedback on teaching. It is the longest chapter in the book. Chapter 6 offers different ways for trainees and their trainers to find out about each other, and Chapter 7 offers different ways of getting members of the group to support each other. There is a bibliography too. For each process suggested, readers are told what materials are necessary, who the trainees could be, what the content is etc. The process is described, variations are suggested and a rationale and comments are given. In other words, in appearance and design this book fits perfectly into the Pilgrims Longman Resource Books series.

I have had some difficulty trying to decide how to convey to readers of this review what the contents are actually like. Perhaps I can do it best by saying that regular readers of this journal and of other books in the series will recognise at once the style and commitment of these training ideas. They have the directness and the 'hands-on' feel that characterize much of Tessa Woodward's work. It is perhaps best exemplified for me by the comment she makes at the end of a description of the process called 'Who needs a cuddle today?' where a group supports and boosts the morale of an individual if they are feeling down, often with supportive comments and applause. "Mike Gradwell introduced me to the use of applause to raise confidence," she writes, "If I hadn't experienced it and loved it, I would have thought the idea was both crazy and embarrassing!" (178). I confess that I haven't experienced this process for myself and view it with a trace of jaundiced scepticism. Or I did. But that kind of testimony is both direct and convincing. And it the strength of this book. Tessa Woodward has experienced these activities, she has used them. When she tells you that something works you can believe that for her is true. This is a structured collection of excellent ideas for training, different ways of seeing things, different ways of doing things, different ways of being a sensitive, informed and surprising trainer.

There is much in the book that readers familiar with Tessa Woodward will recognise and there are many old friends: the 'Jargon Generator', the Curran lecture, methodology notebooks, 'Loop Input' (summarised surprisingly in less than a page) writing to your students etc. But there is a lot here that is refreshing and new. In particular the chapter on classroom observation is quite excellent, offering ideas for making that encounter both humane ▶

and insightful for both trainer and trainee.

There are some things that I am less sure about. We (male readers) are asked, for example, to reflect on the use of the pronoun 'she' throughout the book and I reflect that it is simply a bit out of date. It is claimed that looking at processes of training helps you see the world in a different way - a claim which may be a bit exaggerated, and then there is the perennial problem of 'government health warnings' which gets her into a bit of trouble, I think. She says that she had considered giving some of the more 'personal' (my word) activities a health warning, but she felt that it would be too prescriptive. So instead she labels some of them as appropriate for trainers who are "Experienced, flexible, sensitive and with some counselling skills" which sounds pretty much like a warning to me. And the problem is to know which activities should be labelled in this way. 'Insistence Questions', for example, is the technique where a trainee (or anybody) is asked the same question again and again ('Why did you become a teacher?' is the example given here) and has to give a different answer each time. On the one occasion I have seen the technique used it put the answerer under enormous pressure, and I have heard anecdotal (and therefore not completely reliable) evidence that this activity has reduced at least one victim to tears. I would have given it some kind of a government health warning. But it has none.

However, the job of a reviewer is to make some kind of final recommendation, so this is mine: the trainer in Turkey should have a copy of this book, so should just about everybody else. As Tessa Woodward herself points out, to some it will represent mainstream UK teaching, to others it will be completely new. To me it is an excellent collection of ideas - some of which appeal to me more than others, it is true - a resource book in the best sense of the word.

PUBLICATIONS RECEIVED

(comments by S Lindstromberg)

Newspapers by Peter Grundy (1993, 134pp) OUP. ISBN 0-19-437192-1. In OUP's 'Resource Books for Teachers' series. Chapter One is an excellent survey of more or less familiar techniques cum statement of approach. The next five chapters (110 activities) are consistently original and usable.

Learner-based Teaching by Colin Campbell and Hanna Kryszewska (1992, pp 126) OUP. ISBN 0-19-437163-8. In the same series. To my knowledge one of only two sources in this important area. If you also check out Deller (Lessons from the Learner 1990 Longman), you're on top of the wave.

Collaborative Language Teaching and Language Learning David Nunan, ed (1992, pp 272) CUP. ISBN 0-521-42701-0. 19 contributors. Described on the back cover as being for those 'interested in experimenting with alternative ways of organising teaching and learning'. Among its chapters are ones on experiential language learning, collaborative writing, teacher research groups, team teaching and a collaborative approach to curriculum development.

Making the Grade: a self-worth perspective on motivation and school reform by Martin Covington (1992, 351pp of smallish print) CUP. ISBN 0-521-34803X. A work of high scholarship (38 page bibliography) yet readably written. An examination of variables in student motivation. The standpoint is self-worth theory (ie., 'achievement behaviour in schools can be understood best in terms of students' attempts to maintain a positive self-image'). Available in paperback.

Research Methods in Language Learning by David Nunan (1992, 249pp) CUP. ISBN 0-521-42968-4. An 'introduction to research methods ... designed to help students of applied linguistics, education researchers, classroom teachers, and teachers in training'. Chapter titles: 'An introduction to research methods and traditions', 'The experimental method', 'Ethnography', 'Case study', 'Classroom observation and research', 'Introspective methods', 'Elicitation techniques', 'Interaction analysis', 'Program evaluation', 'Doing research'.

Girls, Boys and Language by Joan Swann (1992, 251pp) Blackwell. ISBN 0-631-16469-3. A wide ranging consideration of how girls and boys differ in their use of language within and outside of school. The back cover blurb lists some of the questions addressed as: 'What are the implications of gender [= sex] differences, and inequalities, for teaching, learning and assessment? How can teachers monitor girls' and boys' language in the classroom? And how can they introduce "equal opportunities" in and through language?...Does the aptitude demonstrated by many girls actually operate to their long-term disadvantage?'

Language Testing in the 1990s J C Alderson and B North, eds (1991, pp 256) Macmillan. ISBN 0-333-55825-1. 18 contributors: papers from a meeting of the IATEFL special interest group on testing.

Communicative Language Testing by Cyril Weir (1990, 216pp) Prentice-Hall. ISBN 0-13-155284-8. 85 pages of text in four chapters: 'Approaches to language test design: a critical review', 'Basic considerations in test design', 'Test construction', 'Test methods'. Plus, 113pp of appendices and 15pp of bibliography.

Assessment in Literature Teaching Chris Brumfit, ed (1991, 119pp) Macmillan. ISBN 0-333-53782-3. 7 contributors; particular reference to second language teaching. Jane Spiro's 'Assessing literature: four papers' makes up approximately half the volume.

Applied Linguistics and English Language Teaching R Bowers and C Brumfit, eds (1991, 131pp) Macmillan. ISBN 0-33-57228-9. 13 contributors. The articles vary greatly in style, scope and detail. At one extreme, Michael Swan's appealingly conversational 'The textbook: bridge or wall?' (3pp). At the other, Keith Brown's meaty and scholarly 'Describing modality in English' (21pp). Obviously, in a thin volume, it is impossible to measure up to some of the chapter titles' suggestions of comprehensiveness (eg., J C Wells' 'Phonology in EFL teaching' and Louis Alexander's six pages on 'Grammar in the classroom'). Other topics touched on: 'the state of the art in applied linguistics', 'curriculum design', 'classroom practice', 'programme design in teacher education', 'socio-cultural dimensions of language use', 'properties of spoken discourse' and 'vocabulary'.

Edinburgh Working Papers in Linguistics nr 2 Tony Lynch, ed (1991, 142pp). 11 articles, 'a yearly cross-section of current work in Edinburgh's Department of Applied Linguistics and Institute for Applied Language Studies'. Sample titles: 'Interlanguage lexis: an investigation of verb choice' (D J Hill), 'Bibliographic presentation' (T Lynch and I McGrath', 'Assessing the readability of medical journal articles: an analysis of teacher judgements'.

Teaching American English Pronunciation Peter Avery and Susan Ehrlich (1992, 254pp) OUP. ISBN 0-19-432815-5. 10 contributors from various institutions in Toronto. The parochial title is not well suited to attract the interest of teachers and trainers in British English and other non-North American TESOL realms. This is a shame as this is a broadly useful book, rich in tips (though most of these are NOT to be found in the disappointing chapter 'Teaching pronunciation: an inventory of techniques'). The title conceals the scope of the book in another way. The entire first part (of three) is devoted to a comprehensive overview of 'the sound system of English' (sic). As it happens, these 87 pages constitute an excellent introduction to the subject for both pre- and in-service trainees. (I don't see why the non-RP phonemics should significantly distract British readers.) Part Two, 'The identification and correction of specific pronunciation problems' contains a chapter on common pronunciation problems followed by one on typical learner problems. 14 mother tongues are covered (some absent from Swan and Smith Learner English 1987 CUP). Teaching tips are included. Part Three, 'Classroom activities' has its ups and downs. Overall, the methodology lags behind that of the British mainstream, though this might make it all the more accessible to novice teachers. (Bowen and Marks The Pronunciation Book Longman 1992 would make excellent supplementary reading to Part Three.) There is one particular lapse I can't help commenting on. Ilsa Burns, at the outset of her chapter 'Pronunciation-based listening exercises', quotes Penny Ur thus: 'It is certainly true that if the learner learns to pronounce... sounds accurately..., it will be much easier...to hear them correctly when said by someone else'. Burns chooses to misconstrue this as a flat assertion that accurate pronunciation is a sine qua non of listening comprehension generally.

Teaching English Overseas: an introduction Sandra McKay (1992, 155pp) OUP. ISBN 0-19-432814-7. Many prospective buyers would expect a book with this title to have sections on basic classroom survival moves, visas, exchange rates, basic teaching kits and so forth - which it doesn't. More accurate would be a title like 'The ecology of teaching overseas'. Part One looks at the social, political, economic and ▶

cultural factors that determine the nature of an overseas institution and affect classroom practice. Part Two considers the influence national educational systems and particular institutions have on classroom practice. Includes case studies.

Socio-cultural Issues in English for Academic Purposes P Adams, B Heaton and P Howarth, eds. (1991, 135pp) Macmillan. ISBN 0-333-53975-3. 9 articles from the 1989 SELMOUS (Special English Language Materials for Overseas University Students) Conference on 'Socio-cultural issues in English for academic purposes'. Topics include problems arising from students not knowing the rules of the game in an unfamiliar educational setting, preparation of PhD theses, behaviour in seminars and the use of questionnaires to obtain information about students' backgrounds, needs, attitudes and so on.

Curriculum Renewal in School Foreign Language Learning by John L Clark (264pp; 1991 edition in Educational Low-Priced Books Scheme of 1987 original) OUP. ISBN 0-19-442131-7. £1.65!! Part One: 'The effects of different educational value systems' (ie., classical humanism, reconstructionism, progressivism). Part Two: 'Curriculum renewal in action' (ie, two lengthy case studies - a Scottish project and an Australian one).

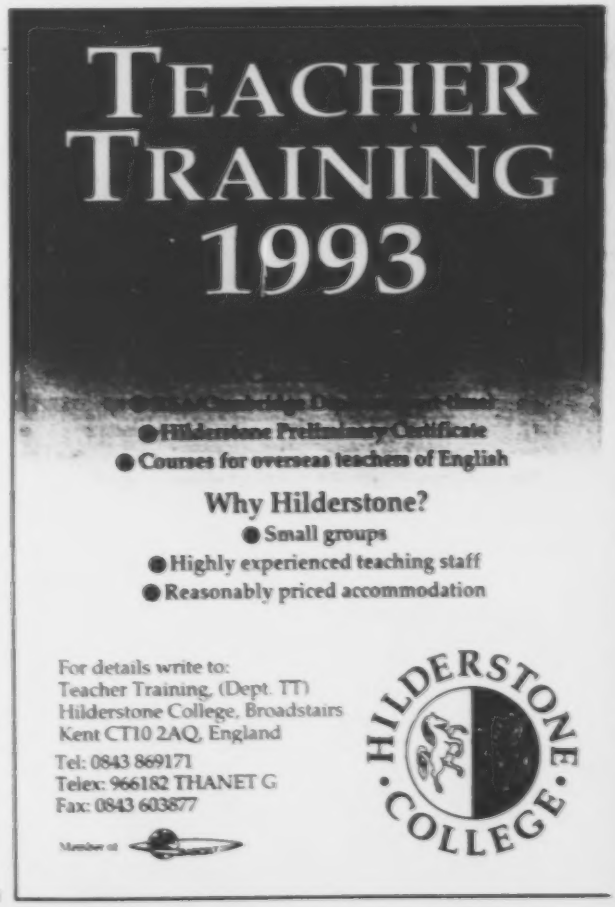
Practical Stylistics by Henry Widdowson (1992, 230pp) OUP. ISBN 0-19-437184-0. Part One: 'The significance of poetry'. ie., 'Poetry is a representation of socially unsanctioned reality through the exploitation of unrealized possibilities in language'. (p. 71) Part Two: 'The teaching of poetry'. The author's declared aim is to present activities 'which will engage students with poetic texts and draw their attention to the possible significance of particular linguistic features as conditions on interpretation' (p. 90). A small set of activity types is considered with extreme scholarly care.

Reading by Catherine Wallace (1992, 161pp) OUP. ISBN 0-19-437130-1. Section One deals with key terms and social aspects of reading. Section Two deals with a wide range of topics including the process of learning to read, roles and aims of second language readers, the business of choosing texts and settling on classroom procedures. Section Three contains one chapter entitled 'Exploring reading in your own classroom' which outlines 21 types of task learners can be given. Personally, I am irked by books which pester me with tasks on the assumption I don't know how to read properly.

Word Maps - a dialect atlas of England by Clive Upton et al. (1992) Groom Helm. This book offers 200 word and sound maps for England (not the UK). The map on the cover shows you at a glance where in the country people say, glee-eyed, cross-eyed, squint-eyed, boss-eyed and skend (Liverpool and South Lancashire). Map 143 shows you where in England dialect speakers pronounce the woolly animal 'sheep' and where 'ship'. The short 'i' is used across the Midlands and East Anglia and in two enclaves along the south coast. A useful book for people over-enamoured of 'standard' UK English.

Language Anxiety by E Horwitz and D Young (1991) Prentice Hall. Part 1: Anxiety and language learning. Part 2: Conceptualisations and research paradigms. Part 3: Empirical findings, how language anxiety affects student performance. Part 4: Students' perspectives on language anxiety. Part 5: Teaching strategies, helping learners cope with l.a. Part 6: Program strategies: institutional responses to l.a.

A useful book which could do with more at the practical 'what do I do in the classroom' end of the spectrum.



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Volume seven Number three

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THE TEACHER TRAINER

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EDITORIAL

Welcome to the final number of volume 7, 1993. This is the last issue to be put together by a guest editor. Tessa Woodward, the founding editor, is returning next issue after a year off owing to a long illness and (happily) a recent, rapid recovery. Apologies for the lateness of both volumes 7/1 and 7/2. We were lucky our guest editor Mario Rinvolucri was able to find any time at all in his packed agenda to shepherd those two issues as far as the Printing Unit at the University of Kent. We thank Mario mightily for stepping into the breach last Fall.

This issue is as usual a collection of articles that are: (1) for the most part broadly informative, strategic and reflective; or (2) mostly tactical, ready-to-use and easy-to-adapt; or (3) strategic and tactical in more or less equal measure.

(1) In the strategic, reflective camp is:

Finding the centre
Alan Maley divides the elements of successful teaching into (1) 'conditions' (skills and knowledge) and (2) 'preconditions' (the physical, psychological and material aspects of teaching). He argues that physical and psychological preconditions are relatively neglected in teacher training and teacher development. He tells us what we can to do make up the deficit.

(2) In the ready-to-use and easy-to-adapt group are three articles in our on-going series of process options:

Reading mazes
David Spencer offers a rationale for the use of reading mazes in teacher training. He includes a complete example.

On form
Tony Skevington argues that forms can make teachers and trainers more efficient and that getting trainees to design forms involves them in a beneficial process that has a useful, tangible result. Tony includes two example forms.

TEFL Auction
Tony Penston shows us how he has adapted one of Mario Rinvolucri's grammar games for use in language teacher training.

(3) Among the articles which are both strategic and tactical, two deal each with a particular way of structuring reflection and exchange of information:

Reflection and feedback on a PGCE course
'PGCE', for our non-British readers, stands for 'post-graduate certificate in education'. It's what gives you a license to teach in the school system. Gary N Chambers, who leads PGCE courses at the University of Leeds, describes a trainee feedback system he and his colleagues have implemented in order to stimulate reflection on the part of all concerned.

The 'ghosts' instrument
Ephraim Weintroub describes a way of stimulating and structuring profound, wide-reaching reflection on one's life as a teacher. What kind of teacher am I? How did I get that way? What effects do I have on my students? This is an area the author has been working in for many years. You may well have encountered the basic idea second hand, but it's always worth going to the source.

Additionally, in group (3) there is...

Student interaction on participant-centred postgraduate courses
Participant-centredness has been much in fashion for some years now. Simon Borg, who recently finished a participant-centred postgraduate course, tells us of his experience as one of the participants. He identifies a potential obstacle to the smooth running of such courses and suggests how to avoid it.

The final article in category (3) is...

Video, fear and loathing: self-viewing in teacher training
Rick Cooper writes against the background of a common use of video in teacher training: first, trainee teachers are video'ed; next, they watch their video'ed selves. In part one of his article Rick reflects on what seems to be the typical procedure and finds it flawed and risky. In part two he offers detailed alternative procedures.

Other descriptions of video self-viewing (or 'autoscopy', to use Rick's term) have all included the same small range of procedures and repeated the same commentary. Forget them; you won't need them now.

Endnote
Except for one of the letters, this issue does not have a single woman contributor. That's just the way articles come sometimes. We have several articles by women in preparation, but none were ready for typing in time for this issue.

Seth Lindstromberg, guest editor

Letters

Dear Editor,
I was looking forward to receiving my first copy of 'The Teacher Trainer' (volume 7 number 1) and have to say that, having read it from cover to cover, I found it a valuable learning experience.

I found Mario Rinvolucri's article "Lead Us Not Into Temptation" (pp 14-15) a delight to read - from its curious sounding title, through its easy-to-follow analysis to its novel conclusion. I think that the article shows above all that successful training is essentially due to rapport between trainer and trainee. It would be interesting to analyze how much the nature of the bus driver's training was based on the bus company's in-service training theories, how much on the personality of that particular trainer and how much the trainer felt threatened (in a career sense) by the trainee's approach to the job. I suggest that as far as this particular bus ride was concerned, there was an engaging personality and absence of threat. Or maybe all was due to the company's training techniques.

The point which emerges from Mario's bus ride is that training is an essentially human process and that over-concentration on technique can lead to a perverse state of affairs. John Wilson's mention of 'the RSA way' ("Why do an RSA diploma course?", page 8) is an apt illustration of what can happen. We are urged to use cooperative learning techniques in the classroom: how far do we use them outside the classroom and in our daily lives? Or is humanistic philosophy only for the classroom and not for ourselves?

It was a sobering experience to read Gosia Baker and Simon Hamilton's article in the same issue. Having thoroughly enjoyed my bus ride, I now found myself being transported over the bumpy cobblestones of depersonalised technique. John Wilson suggests (page 9) that "the teacher is still very much an authority figure in the RSA scheme of things". It appears from Baker and Hamilton's article that this authority also extends over colleagues (yes, colleagues) who join ELT from the state school sector. I find the underlying tone of the references to those teachers unacceptable. "As a result of failing to see that EFL is different, they become resistant to criticism of their teaching practice during review." (Do they mean 'feedback?' I think not. 'Criticism' is used several times in the article). Are the authors really trying to suggest that school teachers can't tell the difference between teaching a class of teenagers in the state sector and a class of fee-paying adult learners? It took me no time at all. But the most important point here is the confrontational and divisive nature of the statement. No wonder the authors write in terms of 'levels of resistance to trainer criticism'. Back to basics: all trainees like to be listened to and have their experience acknowledged, as exemplified by the young driver on Mario's bus.

What strikes me about EFL is that its concentration on technique can lead to an inflexible and judgmental formula. I think we need to remember that at both ends of the technique there are real live people, and if the road to learning becomes uncomfortable some of those people might just get off the bus before their intended destination.

Yours sincerely, David Tendler

AUTHORS' REPLY

(Simon Hamilton and Gosia Barker's article, "Models of teaching practice and feedback for teacher training: TEFL", appeared in vol 7/1 pp 31-35).

Dear Mr Tendler,
We were interested by your response and understood the tone of your letter to the editor in the light of your bitter and unsuccessful experience on the RSA Diploma course. Well you might ask about the company's in-service training theories, as you 'got off the bus' before completing the RSA 'journey'! The tenor of your comments, however, might suggest that the bus was still moving when you alighted and thus you are still feeling aggrieved about teacher training in general.

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TRAINEE INTERACTION ON PARTICIPANT-CENTRED POSTGRADUATE COURSES

Simon Borg (University of Malta)

I recently came across Marion Williams' article on MAs and Postgraduate (PG) study (The Teacher Trainer, 3/2, p.13) and with my own PG course in the UK still fresh on my mind, I thought about the way Williams' suggestions fitted in with my own experience. My course seemed to match her criteria for PG study quite well. That is, the course aimed at promoting the continued professional development of the trainees, it emphasised reflection, valued trainee contributions to the course and did not promote a top-down view of knowledge.

I have no doubts about the value of PG study organised along these lines, but my experience suggests that the actual outcomes of such courses may often not be those which the course designers anticipate. That is, even a course based on a humanistic, reflective and participant-centred approach to learning (I'll refer to such courses as participant-centred from now on) may still result in knowledge-focused, rationalist learning experiences for certain trainees. This is paradoxical when we consider that such courses are supposed to promote a learning experience of quite the opposite nature.

I'd like to try to account for this by drawing on my own experience of a participant-centred M Ed in English Language Teaching designed mainly for international trainees. This is not an uncommon PG context in the UK and the discussion which follows is meant to be relevant to this context as a whole rather than specifically to the course I did.

I would like to suggest here that a difference between intended and actual learning experiences on participant-centred PG courses can be explained by looking at the role of trainee interaction on such courses. A great deal of the work on participant-centred courses relies on the trainees being able to interact successfully (eg by negotiating, discussing, collaborating and sharing). Interaction of any form will involve the trainees in relationships with each other, and it will be most effective where the trainees are aware of these relationships and the effect they have on this interaction. Trainees who are aware in this manner will be able to reflect on the effects which their behaviour has on each other when they interact. They will be able to think about how what they did affected the others and how what the others did affected them. For example, after an interactive session they did not find effective, trainees can ask themselves questions like; Was there anything I said, did or implied (eg through my attitude) which negatively affected the interaction? Why did this have the effect it did? Was there anything someone else said, did or implied which had a bad effect on our interaction? What? Why did it have this effect?' Such reflection will lead trainees to a greater understanding of how their relationships affect their interaction, and this understanding will enable the trainees to manage the interaction more efficiently. As a result the objectives of the interaction (eg a discussion, a presentation, a project) will be reached more effectively. This means that, for trainees, becoming more aware of both themselves and those they interact with, apart from being an enriching experience in itself, can also lead to academic benefits.

On the other hand, trainees who do not possess the awareness I've described here will not tend to reflect upon the nature of their interaction with others. For example, they will be more likely to emerge from an unrewarding interactive session with negative feelings which they will not evaluate critically and which will not contribute in any way to improving any future interaction they are involved in. For such trainees, interaction cannot be fully effective and as a result they will not realise the full benefits of participant-centred courses. For example, they will remain underdeveloped in terms of their ability to work with others, their awareness of the interpersonal dimension of learning, and their own self-awareness. These are all important aspects of the learning experience participant-centred study aims to promote.

Now that I've had the time to reflect on my PG studies, my own experience will serve to illustrate how the kind of awareness I've just described is vital in enabling trainees to get the most out of participant-centred courses. During the

We feel that in your haste to reply, you must have overlooked some pertinent facts concerning our article.

We do not represent the hardened face of teaching practice policy. Our paper encompasses the realm of our experience with our trainee 'colleagues'. Sometimes though they fail to accept responsibility for a lesson - over which they have control - when it goes wrong. To follow the analogy: if the trainee driver drives the wrong way up a one-way street after being advised not to, the trainer driver might need to take evasive action.

Just for a moment, Mr Tendler, put yourself in the position of the trainer driver. If the trainee disagrees with your advice while 'delivering him from evil' what do you do? We as trainees sometimes have to face that situation. We have - as you will see from our article - provided the trainees with many routes by which they can come to an honest appraisal of a bad or weak lesson.

After all, why blame the trainer or the learners when occasionally the teacher is to blame? We encourage our trainees to be honest about their performance through self-evaluation. We don't tell them their work is 'lousy' when they've taught a good class. No, Mr Tendler, our system is trainee-centred and trainee-friendly so we can 'maximise their prior knowledge with the development of new skills'. (p. 32).

We - having successfully come through the system - are in a position to act on the kind of concerns you do rightly refer to. Perhaps a course like ours would offer you the time and freedom to fulfil your commitment.

Yours sincerely

Simon Hamilton, Gosia Barker
Lecturers in EFL/TEFL
University of Limerick

CORRECTION

Re: 'Training around the world: Hungary' in vol. 6/3.
This article was attributed solely to Angi Malderes. Angi has written to say that her 'team-mate/right arm', CAROLINE BODACSKY, was co-author.

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first month or two of the course I was more or less absorbed in the academic side of things. I was finding it difficult to work in groups with people who I seemed to have little in common with. People seemed to find it difficult to be at ease with me too. I was also aware that I didn't like sharing my work with others. The quality of my interaction with others on the course was not so good. At one point a group of us happened to start chatting about the first impressions we had had of each other. I found out that most people's first impression of me was a negative one and that with many people on the course that feeling had stuck. I'd never thought of other people's view of me before but that comment made me think. I realised that up to that point I had been totally unaware of the importance of human relationships on a course like ours. I had been too self-centred to think about the others on the course, about their perceptions, their beliefs, their backgrounds and their expectations. This lack of awareness on my part was in fact the root of the problems I had been encountering. My understanding of the importance of becoming more aware of both myself and others gradually allowed me to adjust my attitudes and this definitely helped me interact more effectively with my colleagues. This allowed me to derive greater benefits from the participant-centred approach our course was based on. In turn, this helped with the academic side of the course too.

I was made aware of my unawareness quite fortuitously. However, we cannot assume that all PG students will make the same chance discovery. If being aware of their interaction with each other can lead trainees to a more effective participant-centred learning process, creating and developing this awareness in trainees must become a priority for those running the course. The creation of this awareness would need to occur towards the beginning of the course (eg possibly as part of Pre-Sessional work). At this stage trainees could be made aware that their interaction with each other will have a strong bearing on their work during the course. They could then be introduced to the importance of monitoring and reflecting upon their interaction in order to evaluate it and to improve its effectiveness. Once this preparatory awareness-raising stage has been completed, the deeper development of this same awareness would then become the concern of the rest of the course (we must acknowledge that the kind of awareness I am discussing here can be created early on but can only be developed over a period of time). This development could be facilitated, for example, by making "interaction effectiveness evaluation" an integral part of the regular interactive tasks (eg discussions, shared assignments, projects, seminars) set for the trainees.

Reflecting on my experience, I have been able to identify a number of issues which may have an influential effect on the interaction which trainees experience on participant-centred PG courses. These issues, listed below, have arisen out of a long developmental process which I have been through, yet I would suggest that trainees be given opportunities early on during their courses to at least become aware of such questions and of their relevance to the trainees' PG work. At this awareness-raising stage, trainees need not be required to answer such questions openly (it is likely that they will find it difficult to do so honestly at such an early stage), but it is important that they have time to think about the role of interaction on their course and the factors which can affect it. It is only on the basis of this awareness that throughout the course trainees can develop a deeper understanding of their own interactions with each other. And as I have argued throughout here, trainees who do develop in this manner will be able to get the most out of the interactive work they will experience during their studies. This will enable them to reach learning outcomes which are more consonant with the kind which PG participant-centred courses try to promote.

Understanding Interaction: Some Issues to Consider

-How do others perceive me?

- What messages do I transmit to others?
- What can I do to alter any undesirable messages?
- How do I feel about sharing with others? Why?
- Do I tend to group with certain kinds of people? Which kinds? Why?
- Do I tend to avoid certain types of people? Which? Why?
- How do my relationships with others affect my work?
- What do I have in common with others? How can these similarities assist my relationships with others?
- In what ways am I different from others? What effect can these differences have on others? If these effects are undesirable, how can I change them?
- How do others feel about certain topics (eg relationships, religion, social issues)? What bearing do

these feelings have on my relationship with them?

Acknowledgements

Thanks to Margit Szesztay for encouraging me to think about the interpersonal dimension of PG study, and to Rod Bolitho and Tony Wright for their comments on an earlier draft of this paper.

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VIDEO, FEAR AND LOATHING: SELF-VIEWING IN TEACHER TRAINING

Richard Cooper

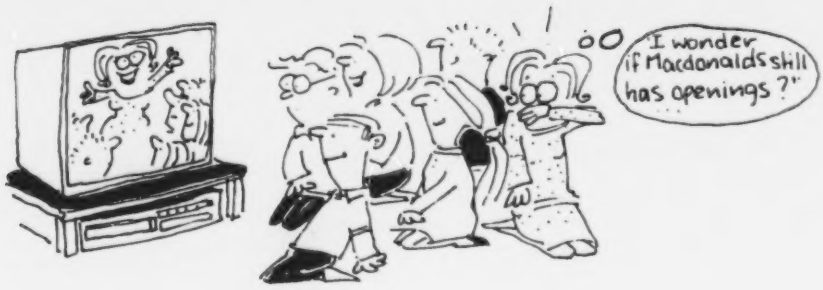
Introduction

Video can be detrimental to observation as a part of in-service teacher development or a teacher training program. Not only can video weaken the observee's confidence in the observer or the trainee's confidence in the trainer, it can powerfully disturb the observee/trainee's confidence in him or herself. The camera follows the developing teacher into the middle of their class and way of being. Later the television replay pillories them, a pillory because of the ineluctability of events when displayed on the screen. Why inflict this unpleasantness upon trainees, colleagues, friends? What good over less harsh observation techniques can video possibly offer to make it worth the while?

This article aims to deconstruct the possible misadventure of video in teacher development sessions. I want to show that video's pitfalls are not unavoidable. Video requires reflection about its consequences before squeezing the play-trigger. Later I will suggest discuss ways video camerawork can fruitfully improve observation and teacher training sessions. Finally, I will present some video activities for the observer or teacher trainer.

Video as consentless striptease

In the framework of teaching practice sessions, the motivations behind the use of the camera are no doubt innocent enough: video the trainees, then play back the video and correct the trainees' errors in their presence in order to guide the trainees to correct themselves. With video luridly real, trainees certainly discover error by the gross. Errors in freezeframe rewound and reviewed become a tattoo needlework taken from Kafka's penal colony: here class and self mismanagement are stained in photon technicolor into the skin of the afflicted teacher.



Teacher trainer, camera operator, master of ceremonies, you underestimate the discomfort a sudden bath of video can be. In your own training you have acquired basic observation skills such as the use of open questions, the qualities of a good listener, the need to develop the trainee to self evaluate. But through the sideshow of video, those decent humanistic techniques of observation can be thrown to the wind.

The first shock is in seeing and hearing yourself on video. The film publicly undresses your behavior in every detail. The voice turns tinny, the body language preposterous, to say nothing of the amok teacher style. The most well-seasoned teacher is liable to draw these less than encouraging observations from the initial contact of their video selves. Is it surprising then that trainees on teacher training courses, confronted matter-of-factly with the stark video witness of their being, often find such viewing deconstructive? Video is more than just another ritualized training ordeal. It can easily hurt people.

Seeing yourself in action may appear bad enough. But that's not all. Video turns against you again when the trainer uses the video to mark your teaching. Video evaluation from one whose privacy behind the lens is secure is salt to the wound. Nonetheless perhaps the observee/trainee takes it all, the sociopolitical needs of the moment outweighing the personal discomfort. Eventuallythe group will move on to something else. "But please, no more video." Who could blame anyone for that?

What is it about the television screen that wields so much power? It isn't the filming itself. During a session the camera perched on a shoulder or tripod is perhaps at first unsettling. But it is no more threatening than the human being behind it and those others in the "audience". The camera, in short, is just another viewer in one's field of vision, perhaps even less troubling than a human being because cameras don't cough, have discomfiting body language or doze off.

The disturbance comes later, on the screen. To appreciate video's consequences, consider a different and generally familiar recording medium in language teaching, the audio tape. An audio tape playback of my voice invariably presents a different timbre from the one I know. The tape doesn't record my voice resonating in my jaw. This is how I normallyexperience my voice, through the soundbox of my own flesh. The recording may remind me of radio or other professional recordings, though the suggestion doesn't sustain any particular genre comparison. Instructive and probing as the experience may be, its intrusion upon my private self remains in the realm of my relationship with my own voice.

Video playback however is different. Suddenly, my tinny voice has a body, my body, that cavorts on TV. Compared to the discovery of self through audio tape, videotape represents the New World. Consider the medium in the wild. Television is simultaneously film, news, documentary, games, sports, advertising, and so on. Television is a meticulous selector of what it shows. As rarely as parthenogenesis does television ever air anything which is not minutely and strategically composed for broadcast. Life is to television what Jackson Pollack's action painting is to mosaic from antiquity: whereas the former's thrown paint can be read as meaningful, for the latter every poised stone we see is meant to be exactly there. Even the realest or least processed part of television, the news, is edit-filtered every day into neat fixed-time composures.

Most readers of this article have lived virtually their entire lives with almost daily

consumption of some sort of television. A six-year old child can discern in a second what is on television, whether it is news, a game, an ad. And now my rawly unedited self trying to teach a class appears on the same television-window stage as the thousands of characters and soundtracks and the millions of shots I have seen in the formation of my television literacy. Not only do I see myself at odds with the self I thought I was, I also look like bad television.

Nonetheless, video is not inherently pitiless. If video is to develop confidence and competence in the trainee, the trainee will need time to make its acquaintance. We can discover our ordinary, everyday selves without television anxiety. We are not forever blocked at the entrance to the television screen by the images of Victoria Abril, Saddam Hussein, our local newsreader, the wheel of fortune, a jeans ad, the undersea world of Jacques Cousteau, and so on. We merely sidestep those genres toward another newer, emerging one.

Video self-viewing

During the 80s, the video camera — or camera recorder if it contains the video tape and can be battery-powered — surged into the accessories market, joining the ranks of television, stereo, washing machine, and the like. Its sales continue to nearly double every year. Soon home-video watching will be as commonplace as looking at the still photographs from last summer's vacation. But despite being a moving picture, home video is not compelled to be Hollywood or network or anything in particular. You might say that home video is made by the family, of the family, and for the family (or read "user" for "family"). It creates its own rules. People laugh at the images, laugh at themselves, laugh at the camerawork as well as the subjects, and watch them over and over again. An entirely new genre of video is born.

Home users of video get to know themselves and feel okay about themselves on video. Showing such productions can extend beyond the nuclear family, just like home still photography. And like home stills, filming has spawned camera recorder magazines, accessories, and the development of a home-movie craft art. Owners of camera recorders want to be better at their art, whatever that happens to be. If personal discomfort for the subjects of home videos when shown on the home television were the norm, it would be difficult to reconcile that with the steady phenomenal sales of camera recorders and paraphernalia.

Home-video camerawork instinctively starts with experimentation. First films are, as film, notoriously bad. The camera points anywhere or at nothing at all, jolts in nervous unschooled hands, is unintentionally left on, is voiced-over unwittingly by the camera operator, is shot out of focus, is cut off prematurely, makes you seasick from all the camera movement, and so on. And yet all this potpourri is viewed in relaxed good humor and exchange. And viewers and filmers learn.

Classroom video-viewing often neglects this warm-up phase, this family sense, this getting-to-know-it period. It is as if camerawork should join the language teacher's stock-in-trade with no introduction, to become part of the tried and true landscape of teaching devices like the overhead projector, the white or blackboard, the handout to be exploited in that self-evident way. "The television image should speak for itself." Oh, it sure does. Right into the face of the course and its participants.

Video-filming in the classroom could be called "autoscopy" (looking at oneself). Like roleplay, debate, and other discourse events that go beyond spontaneous conversation, autoscopy is a process and a means that require preparation. Autoscopy begins with the trainee learning to see him or herself on the screen without anxiety. This aim requires specific effort on the part of the trainer. Trainees, for example, not just the trainer or group leader, handle the camera recorder. The roles of viewer and filmer thus become interchangeable. And trainees need a chance to make short films before embarking on longer ones, such as a class observation.

Above all, the group need time to get to know their video selves, through making video productions with each other and talking about them. In this way humanistic values in classroom observation can integrate with video. By the time the trainee gets around to watching longer videos of their teaching, there is less shock of

teacher self and television, together for the first time. The trainee has already made their television acquaintance, and it has been fun. Video thus becomes an uncomplicated tool, a classroom accessory. Its discoveries are manageable, even interesting.

Some autoscopy activities

There are two sorts of activities presented here: those activities which imply the live use only of the camera's imagemaking, and those activities where filming occurs, with a time set aside to review this film later. The first type may strike one at first as odd: what is the point of video if you are not filming? But these video-less activities lead us with less stress and greater personal comfort toward the process of using this image of ourselves. The second type of activity suggests there are different ways of using the camera than pressing the trigger and shooting, and different ways of viewing than pressing the remote control and watching.

(The following set of exercises is not exhaustive. Teams who use this article will contribute ideas of their own.)

ACTIVITY 1: The camera recorder as "mirror"

TIME

5-10 minutes (per trainee)

WHAT TO DO

1 Organize the group so that they are sitting in a circle, the television situated as part of the circle. Plug the camera directly into the television so that the image seen in the camera is shown on the television. Set the camera on top of or next to the monitor, ie the TV. Do not record, don't even insert film, simply turn the camera and television on. The image on the screen is what the camera "sees".

2 Ask a trainee to volunteer to talk about their family. Get a head-and-shoulders close-up of the trainee (remember, you are not recording). The trainee uses the television image of him or herself as a visual aid. The effect of the camera resting on top of or near the television is that the trainee has the impression of making eye contact with their image on the television. The speaker compares herself with people in the family. For example, "My hair is long and brown, but my mother's is shorter and mostly gray ..." "These are my father's cheekbones."

3 All participants have a go. Trainees can ask the speaker any question they want to ask. Urge the speaker to maintain eye contact with their screen self. Questions too are also directed to the screen persona. When another person has a go, someone simply adjusts the camera a little bit.

Comment

The title of this activity is an intentional misnomer. Video is by no means a mirror. Whereas one's mirror-self is well known, seen and referred to countless times a day, for many participants the video self is brand new. A couple of quick activities easily demonstrate this novel self. While looking at the screen, ask a trainee to run their hands through their hair. This usually mirror-friendly task requires considerable concentration to do. Ask a trainee to scratch under their left eye. These activities reveal the back-to-front video self as compared to the everyday mirror.

The absence of recording helps the trainee to adjust to their video self. Talking to one's video self and sharing personal information with the group establish positive, personalized video feedback associations. And this sort of discussion definitely breaks away from the schoolmaster stereotype of video feedback.

Acknowledgement

This activity in a slightly different form appears in Cooper, Lavery, and Rinvolucri, Video, Oxford University Press, 1991.

ACTIVITY 2: The monster inside us

TIME

5-10 minutes per trainee, up to 8 trainees in a single session

PREPARATION

Camera set-up as in the previous exercise. If the monitor is fixed on a high trolley, set the camera on a tripod to one side of the monitor. If the monitor is fixed on the wall, you will need to adapt the exercise somewhat. You also need a packet of peelable sticky labels.

WHAT TO DO

1 Lead into the exercise by talking about voices you sometimes hear in your mind. These are the voices which sometimes interfere with your presentations or participation in discussions. They whisper doubts, fears, anxieties. Call them "your monster". For each person the monster is different. Now ask the trainees to draw a picture of their monster. Have them draw it on a sticky label.

2 Turn the camera and monitor on. The camera arrangement is as in **The Camera recorder as "mirror"**. Do not record. Tell the trainees that you are going to let the other trainees interview their monsters. Position the camera in close-up on one of the trainees, one who has volunteered to begin. Ask the trainee to give you their drawing of the monster and stick it on the screen over one shoulder. Allow the trainee to look at themself and introduce their monster to the other trainees.

3 When the introduction is over, the other trainees ask this monster questions. Discussion and eye-contact are directed to the video self of the trainee currently doing the activity. The trainee who drew the monster speaks for the monster. The monster explains the effect it has on the trainee, the sort of tactics it uses, its favorite moments to strike, and so on. Let the interview take the time it takes. But keep the exercise moving. Go to another trainee as soon as appropriate.

4 When everyone has finished, do a feedback. This feedback should include not only discussion about the various monsters introduced to the group, but the impact of the video on the activity.

Comment

The trainees share their particular discomforts when talking before a group. This exchange in itself is useful. The exercise also undertakes to develop a dialogue between the trainee and their video image. The feedback here will be invaluable before moving on to other autoscopy activities.

Acknowledgement

I owe the germ of the "monster" idea to Kevin Batchelor.

ACTIVITY 3: Audio magic moment

TIME

10 - 15 minutes

WHAT TO DO

1 Video a trainee in class giving a lesson.

2 During the feedback session turn the monitor away from the trainees so that no one can see the screen. Fast forward, then stop somewhere, anywhere, in the lesson. From this point play a short excerpt of the video. Several seconds is enough. From the audio information alone, can the trainee correctly identify this point in the lesson? And can they speak about what they remember was happening in the lesson at this point? They should talk about the dynamic of the group, and their own behavior at that time. The important thing is: be specific. You might ask them to draw a simple map of how the group — including themself — were deployed at this moment.

3 Ask the other trainees to comment here, too. Compare what they remember with what the trainee who was filmed remembers. Comments should be literal (ie, what happened), not critical.

4 Turn the television around so that everyone can see the screen and play the excerpt. Discuss the differences between the observations made before seeing the video and what was actually seen. Repeat the activity a couple more times per trainee.

Comment

By using the video in this way first to stimulate trainees to reconstruct episodes in lessons and then to check the reconstructions, the video becomes a tool the trainee, not simply a sudden reminder of a recent experience. This activity gets away from putting a tape in and watching it from A to Z.

Give the trainees control of the VCR as soon as possible. It is important to break that other stereotype: that only trainers manipulate the video. Video is the production of everyone in the group.

Conclusion

I have attempted to demonstrate in this article that video does not have to be painful. Callous use of video is simply bad pedagogy, however well-intentioned the aims. Video could be useful and fun. Also, sensitive, effective use of autoscopy on a teacher training course may well transfer to

its sensitive, effective use by trainees in their own language classrooms. Autoscopy's ancestry is not in broadcast television but in the home movie. Humanistic techniques in observation will be most effective in this warmer, home-spun context.

Ingrid Bergman's walking away from Bogart in Casablanca means plenty on the narrative level. She chooses her husband over her lover, chooses sacrifice to the war effort over her prewar romance, and so on. But her famous movie-ending disappearance into the mist also means the movie-shooting is over, time for the actors and crew to pack up and go home. Autoscopy does not have a narrative level separate from the real. Trainees in observation are confronted with themselves, starkly without any studio-made mist. Trainees confront their perceptions of themselves. If we can confront ourselves with answerphones, mirrors, photographs, why not video? Why not, as long as video is not used crudely. Inspector, Bogart says, this could be the beginning of a long friendship.

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FINDING THE CENTRE

by Alan Maley

I want to take up the central question for Teacher Training: 'What makes a good teacher?' The question can be alternatively phrased as 'What makes for successful teaching?' or 'What makes for successful learning?'

It is central for Teacher Trainers because, presumably, our answer(s) to it will determine and shape what goes into Teacher Training programmes. If we believe that factors X, Y and Z are what make for a good teacher, then we will train our teachers in X, Y and Z (and not in A, B or C).

Working back from many existing Teacher Training programmes, I deduce that we attach major importance to Knowledge factors and to Skills factors.

The Knowledge component of such courses typically includes items such as:

- the syntactic, phonological and semantic systems of English
- theories of language acquisition
- the psychology of learning
- principles of syllabus design etc.

In other words it covers what we are thought to need to know about the language and about systems for teaching it: the what.

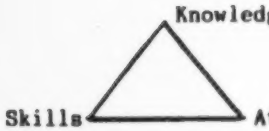
The Skills component often includes items such as:

- lesson planning
- record keeping
- presentation techniques
- materials preparation and evaluation
- testing techniques
- classroom management skills etc.

That is, all the practical things teachers need to know in order to teach: the how.

I would like to suggest that, by concentrating on these two sets of factors, our programmes leave out of account, or at the very least seriously under-value, something which is arguably even more important. My difficulty is in defining more precisely what this 'something' is.

We can think of the Teacher Training process as a triangle:



I have labelled the third corner of the triangle with the overlapping compound of the three A's: 'atmosphere', 'attitudes', and 'authenticity'.

We can all recognise a good atmosphere when we encounter it in a classroom, and most of us can readily recall specific instances of such classroom atmospheres from our own past as learners. Likewise we quickly pick up on the underlying as well as the overt attitudinal stance of a teacher: whether s/he actually likes the students, feels confident in the role of teacher, is happy doing this job rather than another, is 'open' or 'closed' and so on. We rapidly sense too whether a teacher is authentic, in the sense of being him/herself as a real person with genuine interests and characteristics, rather than someone simply acting out a role or going through the motions (however technically proficient).

My problem lies in defining just what makes up these qualities. Traditionally we have not felt such attributes were amenable to training, preferring instead to relegate them to the realm of folk wisdom - 'the born teacher', 'having the right knack', 'having a natural talent for teaching' etc. Yet I would argue that, if we cannot do anything to develop these qualities, we run the risk of ignoring the very set of factors which in many cases makes the decisive difference between a class in which learning takes place and one in which it does not. I am not suggesting for one moment that Knowledge and Skills are unimportant: they are essential. But they are not sufficient alone to bring about successful learning. For us to consign such key factors to the vague area of folk wisdom is an abdication of our responsibility as trainers. If we believe that teachers <u>can</u> be trained, then to exclude this whole critical area from our attention, on the grounds that it is too insubstantial to be grasped, is simply ie. a cop out.

In order to begin to focus on what may be involved, it is perhaps helpful to divide

what I have called <u>The Pre-Conditions of Teaching</u> from the <u>Conditions of Teaching</u>:-

<u>Pre-Conditions</u>	<u>Conditions</u>
Physical	Knowledge
Psychological	Skills
Material	

In the rest of this article I shall concentrate on the Physical and Psychological Pre-Conditions. (Material pre-conditions relate to the physical socio-economic environment in which the teaching takes place. They are not strictly relevant to the discussion here. Readers may be interested however in a forthcoming book dealing with this area: NO RESOURCES by Jill and Charles Hadfield, OUP).

I will attempt to anatomise them in order to make them amenable to incorporation into a programme of training (or development).

<u>Physical Pre-Conditions</u>:

Undoubtedly, a significant part of the effect teachers have derives from their physical presence. Our body and what we do with it is our prime teaching resource. And, because it is observable, we can relatively easily both raise trainees' awareness of physical factors and train them to make the best of them.

The main physical components are: posture, breathing, voice, gesture/expression, dress/appearance. Of these the inter-related trio of posture/breathing/voice are in my view both the most important and the most amenable to training. And I would strongly contend that some sort of 'physical' training (not in the sense of physical jerks!) should form an integral part of training programmes. (See below).

Psychological Pre-Conditions

These are more difficult to define. They can be regarded both as preventive protection against negative factors such as excessive stress and as a positive basis for further development.

Teachers are not unique in being subject to high levels of job related stress, which saps their effectiveness, but they must be among those most open to occupational stress. Among other things, they tend to develop high levels of guilt about not doing more for their learners, they feel insecurity about peer-comparison and criticism from students and anxiety connected with self-esteem. If they are to perform effectively over long periods, they need to develop the ability to distance themselves from such pre-occupations - to find a calm and balanced centre.

The same is true if they are to sustain an interest in their professional life and to continue to develop both as individuals and as professionals.

The problem for trainers is precisely how to train/develop this 'centring' process so that trainees can operate with 'effortless effort'. The way a seagull uses the air currents to achieve apparently effortless, graceful movement; the way a skilled carpenter enters into the grain of the wood and uses it for his purposes; the way a cook makes a perfect souffle. We can recognise this harmony between forces, where we cannot 'tell the dancer from the dance' - but to produce it is more problematical. But I would argue again that we need to make the effort to provide to some formal training in this area too.

Making a Start

The kind of content and process I have suggested below is in no sense a course outline; merely a set of possible ideas to get started.

I would propose three basic types of activity: awareness-raising, training in specific techniques, further reading as access to knowledge.

1. Physical Pre-Conditions:

a) Awareness-raising:

i) group discussion based on key questions relating to posture, breath and voice.
eg. - What happens to your voice when you are angry?/tired? etc.
- Brainstorm all the factors which make up your voice etc).

ii) Peer/Self observation in class focused on physical features only.
eg. - How much did you move about?
- How much eye-contact did you have with all students?

iii) Reflection based on videoed lesson sequences.
eg. - List three things you like about her voice.
- Did she have any distracting physical habits/tics?

b) Training in Techniques:

i) Training in becoming aware of the 'feel' of the body and its parts.

ii) Relaxation exercises. These come in many shapes and sizes. Those included in Dufeu (forthcoming) are simple and practical.

iii) Some basic yoga positions/movements (asanas) to improve posture. (NB. Yoga should not be undertaken without professional supervision).

iv) Some basic yoga breathing exercises to improve breath control and calm emotions such as anger or anxiety.

v) Alexander Technique exercises to improve posture/suppleness. (Park 1989).

vi) Basic theatre training techniques for mime and movement.

vii) Voice training exercises such as those advocated in Rodenburg 1992.

c) Reading:

Stevens 1987, Rodenburg 1992, Feldenkrais 1980 (see references).

2. Psychological Pre-Conditions:

a) Awareness raising:

i) Group recollection and reflection about past teachers/learning experiences and the way they have influenced trainees ways of thinking about teachers and teaching. (This has been thoroughly developed by Ephraim Weintroub in his 'Ghosts Behind the Blackboard' sessions with trainees in Israel). [see Weintroub's article in this issue.]

ii) Group discussion of selections from key texts such as Gallwey's 'The Inner Game of Tennis', Hoff's 'The Tao of Poo' etc.

iii) The use of paradoxical stories/fables especially from the Taoist, Zen and Sufi traditions.
eg. - 'Nasruddin was searching on the ground for a key he had lost. A passer-by asked him, 'Where did you drop it?'
'In my house,' said Nasruddin.
'Then why look for it here?'
'There is more light here than in my house,' replied Nasruddin.'
- What does this suggest with regard to teaching?

iv) Group brainstorming of causes for stress/anxiety: decisions on which can be changed and which cannot.

b) Training techniques:

i) Quiet half hour at the beginning/end of each day to plan/reflect on the day.

ii) Trainee diaries of inner feelings, reactions to the course, events connected with students etc.

iii) Basic training in Neuro-linguistic programming techniques to facilitate improved observation of learners. (O'Connor and Seymour 1990).

iv) Introduction to techniques of meditation (Le Shan 1989).

c) Reading:
Le Shan 1989, O'Connor and Seymour 1990, Watts 1979, Gallwey 1974, Reason 1988, Schon 1991, Heron 1992, Cleary 1991, Reps 1971, Shah 1985, Hoff 1983.

Conclusion

I have tried to suggest that, if we are serious about Teacher Training, we would do well to expand the range of our programmes to include what has hitherto not been considered amenable to training, namely those factors which go to make up 'atmosphere', 'attitude' and 'authenticity'. My practical suggestions are tentative and incomplete. I shall welcome letters from those interested in exploring these factors further.

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REFLECTION AND FEEDBACK ON A PGCE COURSE

Gary N Chambers (University of Leeds)

Teacher trainers strive to produce the "reflective practitioner"(1). They encourage trainees to evaluate their performance, positive and less positive aspects alike, and to seek to improve in the light of this evaluation. This in turn demands that teacher trainers reflect on their performance, in all its facets.

1. Trainee reflection

Some trainees do not feel comfortable with reflection. Many find it difficult to identify their strengths and areas to which they need to give attention. It is something they have never before been forced to consider. Some grasp at the defence-mechanism of being hypercritical of themselves in the certainty that the tutor will redress the balance with almost exclusive focus on the positive. Some genuinely have low self-esteem. A very few, in my experience, tend towards inflated self-assessment.

To encourage reflection amongst trainee teachers of German on the PGCE(2) course, to access their views and to gain the necessary insights to allow me to evaluate my own performance as trainer, I ran a pilot in "profiling".

2. My brand of "profiling"

Trainees keep a weekly log of all German-related activities and answer at intervals open-ended questions in a "profile document". Here are some examples:

- What strengths do you feel you bring to the course of training?
- Which areas do you feel you will need to work on?
- How do you feel you have performed to date a) in trainer input and activity sessions and b) in school?
- To what extent do you feel you have met the targets you set at the last meeting?
- What are your targets for the next term?
- Do you feel that the trainer input and activity sessions meet your needs?
- How could these sessions be improved?

I meet each trainee for 20-30 minutes every 5-6 weeks to discuss her/his responses.

3. Trainee reaction

Space does not allow a detailed analysis of the profiling exercise. Post-pilot evaluation of the process reveals that the considerable investment of time and effort at each phase, provides a rich return for both trainees and for me. Typical comments

from trainees include:

'It's nice to know that somebody is interested."

"The one-to-one meetings are a time when the tutor listens to the trainee-teacher."

"Even if I don't fill in every section of the profile document, at least it gets me thinking."

"Having been forced to think about things I wouldn't otherwise have done and talk about them, I feel that I have grown in confidence."

4. Outcomes for the trainees

Trainees feel better able to articulate their views on performance in the light of reflecting on questions in the profiling document. They do not wait nervously for me to pass judgement on them, for better or for worse. They are aware that their view is of value. It is central to the discussion and to the learning process. They mature as "reflectors" and the concomitant growth in confidence leads to enhancement of performance in the classroom.

In their feedback on profiling, trainees revealed that being "forced" to think and talk about strengths and weaknesses, having to set meaningful, achievable targets and review them at regular intervals, all had a very positive influence on the quality of their work.

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Regular one-to-one meetings with me allowed a relationship to develop much earlier than had been the case in the pre-profiling era. Trainees had the opportunity to express views and ask questions which they may not otherwise have done in a whole-group session or if they had been required to take the initiative to set up a meeting. They could express needs and seek guidance on how to meet them. They had a means of shaping the course and influencing its content.

5. Trainer reflection

Trainers do not necessarily find reflection any easier than trainees. As a teacher trainer I need to know i) whether I am providing trainees with what they need; ii) how I can improve provision and iii) whether my support and supervision during blocks of teaching practice in schools is appropriate. What if the messages I receive are largely negative? The negatives, provided they are justified, can be turned into positives, given that the trainees are providing me with the information I need to improve things.

In the weekly log and profile documents trainees provided much of the information I felt I needed and yielded some unexpected insights besides. Here are some examples of information relating to a 5 week period in the 3rd term.

6. Trainee responses to the ...

6.1 Structure of PGCE course

Trainees are conscious that there is a limit to what can be covered in a 36 week course. They made valuable suggestions as to how content could be rationalised to make room for items worthy of a place on the agenda.

They appealed for a reconsideration of the timetable to better accommodate deadlines such as those for the submission of method assignments.

Some trainees commented on the role of the weekly log and profile document as a vehicle for them to give feedback about the course programme and structure. Trainees felt they had a means of communicating views to me and via me to the course-coordinator and of influencing the programme and its structure.

Although not asked for, trainees provided insights into their experience on non-German specific aspects of the course, such as their second subject or "Educational and Professional Studies." They commented on the quality and nature of the input and activities. Importantly they identified areas of overlap in provision where savings in time and effort could be made.

6.2 Inputs and activity sessions

Trainees appreciated the variety of activities, the opportunity to experiment and learn from the outcome.

They attached great value to sharing successes and failures with tutor and fellow trainees in a supportive, non-threatening environment.

Trainees saw the benefit of conducting almost all business in the target language (German). They were conscious of the difficulties this presented for those who did not have German as a first foreign language(3) and suggested practical ways of providing support.

6.3 Written assignments

Trainees commented not only on the nature and extent of assignments but also the range of choice, the quality of feedback and in some cases the emotions felt at the prospect of tackling what sometimes seemed a daunting task.

6.4 Post-lesson discussion

Trainees appreciated the motivating influence of focusing largely on the positive aspects of their teaching and setting achievable and meaningful short-term targets, with a view to improving in areas needing attention.

In one case a trainee used the profile to inform me of difficult domestic circumstances. Her problems had been affecting her work rather seriously and she had not felt able to talk about them.

The profile served as a means to explain and plea for help. This alone does much to justify the profiling process for me.

7. Outcomes for me

Profiling brought similar benefits to me as to the trainees:

- the rapid establishment of a meaningful relationship with each student
- the opportunity to discuss views with individuals which may have been inappropriate in plenary
- the opportunity to access individual needs and provide for them
- the confidence that what I was providing was what the trainees needed and in a form which they appreciated and enjoyed
- the knowledge that if my provision was not appropriate, trainees had a means of telling me so.

I have been provided with the information necessary to shape the remainder of the current course and of future courses, insofar as Department of Education edicts allow. Profiling exposes problems which may otherwise have remained uncovered. It gives access to a range of possible solutions.

Trainers cannot please all trainees all of the time, but they can get closer to the ideal in the light of feedback. Differentiation by need becomes a possibility.

Performance, regardless of the field of activity, can only be enhanced by reflection. An integral part of reflection is feedback. If my experience of profiling is anything to go by, you ask for an inch and you are given a mile. Like it or not, whether the feedback hurts or not, it is all useful stuff. It tells us about our programme, our input, ourselves. Feedback tells us about our trainees, their work and their lives beyond work. It can provide reward in the short-term. Its benefit in the long-term is beyond doubt.

I feel that my pilot exercise has been a success. It has been demanding not least in terms of investment of time but the pay-off has been more than commensurate. Changes in initial teacher education, however, could sound the death knell for profiling in this form. As training becomes more school-based and time spent at training institutions is diminished, little space may remain for a process such as that described above. Profiles are being developed but appear to be competence-based, akin to box-ticking exercises and leave less room, it seems, for the reflection which surround the competences and contribute to a trainees development either side of blocks of teaching experience. Are we moving into an era where the value attached to the views of trainee is to be diminished? Is less effort to be made to access trainee-feedback as part of an ongoing process? Let's hope not. This would surely lead to an impoverishment rather than enhancement of provision, to regression rather than progress.

NOTES AND REFERENCES

1. See Schön, D.A. (1988) Educating the Reflective Practitioner Jossey-Bass Publishers, London
2. Postgraduate Certificate in Education. One year full-time course in teacher-training
3. All trainees are required to have 2 subjects. Some take German as second method and another subject, not necessarily a language, as first method.

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READING MAZES

David Spencer

WHAT ARE THEY?

Reading mazes usually consist of situations and options written on a set of cards. The group discusses the situation on the first card, arrives at a group consensus on which path to take, depending on the options given to them on the card, and then moves on to the next card. Finally the group will come to an exit from the maze, ie. to a conclusion for the particular situation.

WHY USE READING MAZES IN TEACHER TRAINING?

1. Mazes focus on the importance of decision-making. Decision-making is a central part of a teacher's job, in and outside the classroom. Some of the decisions a teacher makes can be made outside the classroom in the form of a lesson-plan. But, as we all know, a lesson-plan is not the same as the lesson itself. What happens when the plan has to be changed on the spur of the moment, either because of unforeseen language difficulties, lack of interest, or classroom management/discipline problems, particularly common with younger learners? Anxieties as to what might happen in the classroom are particularly strong for new or less-experienced teachers who must think not only about the classroom activities themselves, but also about the techniques they will use to establish and execute them, since although this is routine to the experienced teacher it may well require conscious decision from the less-experienced teacher/trainee. Conversely, consciously re-thinking old routines is of great value to the more experienced teacher who may have ceased to respond to situations in a thoughtful, principled way but acts automatically, without considering other options.

2. Reading mazes are based on interaction between a situation and a group of people, and between individuals within the group. This means that the situation is unpredictable and "alive". The conclusion

depends on the on-going decisions taken by the group. This can be motivating as well as being a more realistic way of looking at events in the classroom, never a static place.

3. The fact that trainees work together on reading mazes provides variety within a whole input session, encouraging maximum participation. By sharing ideas and viewpoints, trainees can learn from each other. Returning to Point 1 above, this is particularly useful since classroom decision making is normally such a difficult task precisely because it is a solitary activity.

4. For the reasons mentioned above, mazes are a powerful and stimulating way of leading into more general discussions.

5. Lastly, mazes are a useful type of language practice activity for students, providing oral and reading practice. Apart from the methodological content of the maze, this practice element can be of great use to non-native trainees. All trainees are being exposed to an activity type which they can adapt and use with their own students. (See Woodward 1991 for the use of reading mazes as the basis for loop-input sessions).

PROCEDURE

Each group (3 to 5 participants) has a complete set of cards, face down, from 1 to 14. One group member turns over Card 1, reads it aloud to the group, and the group then proceeds to discuss which step (ie. which card) to take next. It can be useful to set a minimum time limit for each decision, to avoid trainees racing through the maze without considering the options carefully enough. If the trainees are not happy with either of the options, ask them to write down the card number and what action they would like to have taken, but then choose the option on the card which they least dislike, in order to continue through the maze. When a group reaches the end, they reflect on the whole situation. They can also look at the other options they had previously rejected.

Afterwards, whole group feedback can focus on various points of interest. Did all the groups finish on the same card? Why/not? Where were people dissatisfied with the options available and why? What overall points (eg. about classroom management, about discipline, or about decision-making in general) can be made from the situation?

Finally, trainees can consider the activity from the point of view of a language-learner. The use of mazes for reading and oral practice can be discussed and examples of language practice mazes can be shown (see Berer and Rinvolucri 1981; Farthing 1981), or can even be made by trainees (see Woodward 1991).

NOTE:- With the maze below I point out that the same piece of material has been used with young language learners and that the young learners nearly always finish on Card 13, a "harder" approach to classroom management, whereas trainees ofter finish on Card 14, the "softer" approach. This inevitably leads to further discussion.

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EXAMPLE OF A TEACHER TRAINING MAZE

CLASSROOM MANAGEMENT WITH ADOLESCENTS

CARD 1
You are presenting a new structure to a monolingual group of fifteen twelve-year olds on a Wednesday afternoon. The two most talkative children are chattering in their own language and laughing. They consistently do this in your lessons.

What do you do?
* Continue your presentation, thinking it is not worth stopping the class again for the same two students. (CARD 2).
* Separate the two students. (CARD 3).

CARD 2
You continue the presentation but the chatting soon spreads to two or three other students.

What do you do?
* Decide to abandon the presentation and tell the students to do the reading exercise in the text book and write out the answers. (CARD 4).
* Ask the original two students to repeat what they are talking about to the whole class. (CARD 3).

CARD 3
One of the students looks very resentful and says in a loud voice: "Why is English so boring?".

What do you do?
* Ignore the comment. (CARD 5).
* Tell the student to see you at the end of the class. (CARD 6).

CARD 4
The whole class is now quite restless and unhappy since those who were paying attention before do not understand why they should have to do the reading exercise.

What do you do?
* Promise the students that if they finish the exercise quickly they can play a game afterwards. (CARD 7).
* Remain serious, telling them to work individually and to write their answers on paper, which you will take in later to correct. (CARD 8).

CARD 5
The student simply continues chatting to his/her neighbours as soon as you are not looking at, or speaking directly to, him/her.

What do you do?
* You send the student out of the class. (CARD 9).
* Tell the student to come and see you at the end of the class. (CARD 6).

CARD 6
At the end of the class the student stays to see you and so does a small group of his/her friends.

What do you do?
* Start to talk to the student with the other students around. (CARD 10).
* Tell the group of friends to go away. (CARD 11).

CARD 7
After the reading, you set up the game. You had spent an hour last night preparing the activity which you expect to take twenty minutes in the class and the students to enjoy. After four minutes you hear the uninspired cries of "Finished". This is not the first time that it has happened.

What do you do?
* Tell them to do the activity again. (CARD 3).
* Start the presentation again, warning them that if there is any chattering they will have to do some more written work instead. (CARD 12).

CARD 8
When they have nearly all finished they are much quieter and seem to have calmed down.

What do you do?
* Start the presentation again, warning them that if there is any chattering they will have to do more written work instead. (CARD 12).
* Decide to let them play a game that you have prepared, to compensate for the last activity. (CARD 7).

CARD 9
The student has gone out of the classroom but the door has a window in it and he/she keeps making faces at the other students from time to time, which they find very amusing.

What do you do?
* Decide it is easier to let the student back in since he/she is just a disruptive outside the class as inside. (CARD 13).
* Tell the student to see you at the end of the class. (CARD 6).

CARD 10
The student's friends defend him/her, saying that he/she didn't do anything and that you, the teacher, can't take any action against the student.

What do you do?
* You are unsure what disciplinary action can normally be taken in your school so you tell them all, including the "difficult" student, to go, asking them to behave better next time. (CARD 13).
* You tell the group of friends to go away. (CARD 11).

CARD 11
You are not sure whether to take a "hard" or "soft" approach.

What do you do?
* Ask why the student finds English boring, what could you, the teacher, do to make it more interesting. (CARD 14).
* Tell the student that if his/her behaviour does not improve immediately you will take important disciplinary action. (CARD 13).

CARD 12
You start the presentation again and the same student simply continues chatting to his/her neighbours as soon as you are not looking at, or speaking directly to, him/her.

What do you do?
* You send the student out of the class. (CARD 9).
* Tell the student to come and see you at the end of the class. (CARD 6).

CARD 13
You decide to find out about the disciplinary system in your school. Look back at the steps you have taken and discuss how effective you think they have been.

How could some of these situations have been avoided in the first place?

What might you do next?

CARD 14
You decide to re-think your lesson-planning in response to some of the students' comments.

Look back at the steps you have taken and discuss how effective you think they have been.

How could some of these situations have been avoided in the first place?

What might you do next?

TEFL AUCTION Tony Penston

This idea follows the principle of loop input(1) to a certain extent, ie. trainees take part in an activity and become aware that they are doing what their students would be doing, with just a change in the subject matter. The idea of the auction itself is not new - most readers will be familiar with Grammar Games(2), where it is used with grammar only. It can also be used with any suitable true-false material you find, or make yourself. Here I have adapted it to suit a TEFL training course, somewhere in the second half, where trainees have had a reasonable amount of both theoretical and practical sessions to allow a broad mix of questions. This is not a requirement, of course - a TEFL auction can be based purely on phonetics, for instance, and come at a time thought best for class revision or even testing.

Procedure:
There is no need to stray too far from Rinvolucri's(2) format; working in pairs seems to add enjoyment, but some people like to work individually at least some of the time. Each pair has, say £500 and bids for the items which they think 'worth buying' (minimum bid £5). Hand out the auction sheet to each pair. Better still, photocopy it or write the items onto an OHP transparency to save future trips to the photocopier. Tell the bidders that some items are good, some worthless. Allow a few moments for reading and rough budgeting in notebooks. The idea is to simulate an auction, so having an item list and deciding on what you will spend are true-to-life. That you may have to bid more than you intended is also true-to-life, and this is one of the entertaining parts of the activity.

Lead the first auction yourself. Trainees can devise and run later auctions. Keep bidding brisk so interest and learning value are not reduced. Trainees should keep a clear tally on their notebooks. Contrary to Rinvolucri's suggestion I would not comment on the value of the sold items until the auction is all over. One reason for this is to avoid disappointment on the part of those who may find they are buying too many 'bum steers'. Another is to comply with the simulation conditions - you don't usually find out the Seiko isn't a Seiko until you get home.

After all the items have been sold, go down through the list item by item asking for comments before revealing the true/false value of each. Have references ready for those who want to check up on a point, ie. page numbers in grammar books, etc. The winning pair is the one with the most correct items and the most money left. Why not try it yourself now? (Key at end of article).

Auction Sheet

1. Chomsky was responsible for the notion of Communicative Competence.
BUDGET_____ BOUGHT_____

2. I have been talking is an example of the present perfect continuous tense.
BUDGET_____ BOUGHT_____

3. There was friendship between she and I is an example of hypercorrection.
BUDGET_____ BOUGHT_____

4. The TOEFL test consists of multiple choice questions and an oral.
BUDGET_____ BOUGHT_____

5. Having had breakfast. This is an example of a past tense.
BUDGET_____ BOUGHT_____

6. Looking up a number in the telephone directory is an example of skimming.
BUDGET_____ BOUGHT_____

7. The Council of Europe was instrumental in launching the functional-notional syllabus.
BUDGET_____ BOUGHT_____

8. The RP pronunciation for the letter 'h' is /alt/.
BUDGET_____ BOUGHT_____

9. The singular form, a dice is incorrect.
BUDGET_____ BOUGHT_____

10. A jigsaw activity usually involves group/pair work.
BUDGET_____ BOUGHT_____

11. Martin Shovel not only wrote Making Sense of Phrasal Verbs, he also drew the cartoons.
BUDGET_____ BOUGHT_____

12. There was a BLACK one, then a WHITE one is an example of contrastive stress.
BUDGET_____ BOUGHT_____

13. CALL stands for Computers And Language Learning.
BUDGET_____ BOUGHT_____

14. A quick shout from the teacher is the best cure for a student who is being disruptive.
BUDGET_____ BOUGHT_____

15. The audio-lingual method promoted the use of the language laboratory.
BUDGET_____ BOUGHT_____

16. Kim's Game involves using coloured rods to teach the red/blue one, prepositions, etc.
BUDGET_____ BOUGHT_____

17. Suggestopedia advocates the use of kinesthetic (tactile) as well as audio and visual media.
BUDGET_____ BOUGHT_____

18. Simon/O'Grady Says is an example of a Total Physical Response activity.
BUDGET_____ BOUGHT_____

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1. Woodward, Tessa. Models and Metaphors in Language Teacher Training. CUP 1991.
2. Rinvolucri, Mario. Grammar Games. CUP 1984.

Note:
A slightly different version of this article appeared in NATEFLI Newsletter Vol 3/5:19.

Key to TEFL Auction:
Items 1, 4, 5, 6, 8, 9, 12, 13, 14, 16, 17 are incorrect.

THE 'GHOST INSTRUMENT'

Ephraim Weintroub (Hebrew University of Jerusalem)

A teacher sitting across the circle in the small group twisted awkwardly and then joined the debate for the first time. I was relieved to hear her voice because others had long since broken the barrier of silence. "I once had a teacher of Latin whom I remember vividly," she began hesitantly. "He was a wonderful teacher - so knowledgable, so strong .. er ... but .," she hesitated, "he terrified me." She stopped as if in shame. We waited and held our breath. Our silent support encouraged her.

"He was so cynical and so sarcastic, a cruel hurting tongue. Any mistake would earn you a tongue lashing. On the one hand, I was terrified, but he also angered me enough so that I forced myself to excel ... to beat him at his game. I became his best pupil. For years, he used to say that he had never had a pupil like me. And yet he terrified me and every lesson had its own terrors for me."

The speaker, an established teacher trainer in her own right, had located her own ghost and begun to deal with him. Slowly, painfully, she had brought to the surface a significant shaping image from her past as a learner. By the slow process of dredging it up from the dusty files of memory, she had brought herself and the group face to face with an important facet of her learning past. Later we were to discover how important he was to her teaching present.

Central to this workshop was the premise that the teachers from one's past (the Ghosts behind the chalkboard) have had a shaping influence on one's inner growth. When exposed to someone for long hours on end, the captive audience can not fail to react, be it in anger, indifference or admiration.

Positive figures from one's past are well remembered any way. "I often do this because of ... When I do this, I often remember ... Because of XYZ, I ..." One British colleague related how he often felt his primary school teacher's presence when adopting a certain stance. This was narrated as he beamed at the listeners. This positive aspect of his former teacher's contribution had filled him with warmth which had radiated towards the listener. These positive memories often define skill areas ("My former teacher often did it like ...") or affective behavioural areas ("He/She would often invite us home ...", "At the beginning of every lesson she ..."). These are readily remembered and easily integrated not only into the teaching mode, but in the personality itself.

More problematic are the ghosts from the darker realms where the participants have to deal with long shelved, or repressed memories which have been hidden and ignored for very good reasons. Some of these deal with pain and humiliation, with anger and rejection, deep blows to the fragile self image of the young learner. Many participants have remembered art teachers who have reacted in a derogatory manner to a learner's work. This dismissal has often had the effect of blocking any further venture into creativity of art. The subject and teacher were associated with rejection and flight was the only resort.

It is very important for us as professionals to relate to these aspects of our teaching inheritance. Where do they belong in our make-up? What has this done to our own professional personalities and development? Too often the profession accepts the pre-service student as a fully grown entity and sees no reason to tend to the affective side, to deal with affective development in addition to the development in cognitive/technical areas.

Let us return to the experienced trainer participant who had described her Latin teacher. As the workshop progressed, participants were asked to describe their own modes of work in their own classes. After giving the matter a great deal of thought, she said, "I think many pupils must admire me because my lessons are brilliant. I make my pupils think and I stretch them to the limit. There are, I suppose, moments when they fear my caustic

wit. I have such a sharp tongue ..." It was at this moment that her previous words echoed in our minds. She had adopted the mode of the teacher who had so terrorized her. This man, whom she had admired had become integrated into her teaching persona. The sheer force of his teaching presence had led her to unconsciously adopt a similar stance, ignoring the consequences of this kind of behaviour. Now that she had had to remember the negative effects and to realize their impact on her childhood, she would of necessity have to deal with this in her own classroom. Would she, like her Latin teacher, wish her pupils to excel in order not to be defeated by the whipmaster?

The 'ghosts instrument', like similar instruments of teacher development and awareness, helps the teachers to examine their inner world and affective impact on their students in the hurly burly of external demands. This area is often pigeon-holed for 'later attention'. The Teachers who have no time to examine self in the professional context may begin to dry up and lose interest. Real teaching, in the educational sense, demands constant self-examination with teachers constantly re-designing their inner maps. When we are aware of our ghosts, we will be more aware of ourselves in our everyday teaching.

GHOST - WORKSHOP

The steps are as follows

1. Discussion of importance of past teachers
2. Memories of good teachers
3. Categorization of these memories
4. Our own classroom experience
5. Memories of bad teachers
6. Categorization of these memories
7. Discussion and description of our own classroom modes eg. stance, voice etc
8. The ghosts in our classroom - an examination

Note:

This workshop demands an acquaintance by the group leader of sensibility training methods and should not be attempted by unqualified people.

ON FORM Tony Skevington

Introduction

One of the aims of a good teacher-training course should be to enable trainees to deal with those routine tasks which can take up so much of a teacher's time, eg evaluating new materials, planning future courses, making lesson plans, etc., etc. People approach these tasks in different ways, some having well-tried formulas which they use again and again, while others change their method each time they face the task anew. Both in organizing my own work and as a tool for training I have found that nothing works so well as designing a good form to deal with these recurring chores.

Groan, groan

I can almost hear the groans (and yawns) that must have greeted that last somewhat pompous sounding sentence! The idea of yet more forms for teachers to fill in may appall some people. However, if designed well, a form or chart can save teachers and trainers hours of work when dealing with those administrative and pedagogical tasks that come up again and again.

As well as saving time, the utilization of forms and charts has other advantages. Firstly, it leads to greater efficiency; in designing a form people have to stop and think, categorize and prioritize. Secondly, the use of forms and charts encourages teachers to be systematic and consistent in dealing with tasks; once a form is designed a task is dealt with in the same way again and again, only being modified as circumstances dictate.

Finally, a form or chart which can fit onto an A4 size piece of paper enables us to see the most important information at a glance.

Form Design on a Training Course

Form/chart design can be incorporated into all aspects of a training course from training in teaching the four skills to teaching materials and course design. Some of the charts I have drawn up with my trainees have been used for lesson plans, evaluation of listening materials, class profiles, student profiles and course outlines.

Let's look at one or two examples of how designing a form can be used on a training course:

Example 1:
A form for the preliminary evaluation of listening materials. In the listening component of a training course I was teaching in Tokyo recently many of the trainees stated that one of the things they would like to learn was how to evaluate listening materials. (Of course I gathered this information from a trainee profile form which I gave to each trainee at the beginning of the course!)

I approached this trainee need during one of the sessions by asking each student to draw up all the kinds of information and questions they could think of when evaluating listening materials. After they had done this individually, they got into groups, discussed their individual brainstorming and then drew up a form on the basis of their pooled ideas. Finally, we came together as a class and put all the groups' suggestions together and wrote a form on the board. When everyone was satisfied that we had as much relevant information as we needed, I copied the form down in my notebook and presented each trainee with a typed copy at the following session.

The next step was for each trainee to evaluate a course using the form as a guideline. With the results of these evaluations we modified the form to its final draft. (See Form A). Thus instead of the trainer just explaining some of the rules for evaluating listening materials the trainees had pooled all their knowledge to solve the problem for themselves. Of course the evaluation of materials cannot be completed until one has actually used them in class to find out warts and all. The important point about this exercise is that trainees now have a fairly precise and systematic way of categorizing and evaluating listening materials at the initial stage.

Example 2:
A listening activities chart.
A much simpler but nevertheless useful chart was one which the trainees and I designed in order to match up listening tasks with specific kinds of texts at various stages in the listening process. First I elicited from the trainees the major kinds of listening texts that students are exposed to, ie. dialogue, narrative and expository (though of course there is often overlap of these). We placed these three broad bands down the left hand side of a piece of A4 size paper and then across the top we wrote three time-frames, 'pre-listening', 'while listening' and 'post-listening'. By drawing lines down and across the paper we had nine squares. As the training sessions on listening progressed and trainees learnt about different listening tasks they could set their students (eg. focusing questions, multiple-choice questions, information exchange exercises, attending to paralinguistic features, etc), the trainees filled in their "Listening Activities Chart". (See Form B). By the end of the course the trainees had a quick reference chart of which tasks go best with which listening texts at different points in the listening process. Of course this chart could be adapted to the use of teaching the other skills as well.

Spin-Offs

As well as the advantages already mentioned I think that becoming used to designing forms and charts has other spin-offs in the training classroom.

Firstly, in my experience brainstorming individually and then coming together in groups works much better than brainstorming in a group at the beginning. The initial, individual brainstorming means that everyone has a chance to get their ideas sorted out first. This is especially important for the weaker and shyer trainees who, in a group which goes straight into brainstorming together, may think that they have nothing to contribute.

Secondly, the whole-class activity, when a final draft is put on the board, works wonders for class dynamics, producing a useful piece of work which everyone feels they have contributed towards. Thirdly, the forms and charts produced throughout the course can be taken away by the trainees and used and adapted in their future jobs.

Finally, it is hoped that the emphasis on individual effort followed by group cooperation will be carried over by the trainees into their teaching methodology and thus have a "trickle down" effect in their future classrooms.

Form A

PRELIMINARY EVALUATION OF A LISTENING COURSE

Title:

Author(s):

Publisher: Level:

TAPES

Length of tapes: No. of units:

Content of tapes:

Quality:

STUDENT'S BOOK

No. of units: No. of hours work:

Types of exercises/tasks:

Is the material interesting/useful to students?

What supplementary materials will be necessary?

Suitability for this class:

TEACHER'S BOOK

Comments:

Form B

LISTENING ACTIVITIES CHART

TEXT	PRE-LISTENING	WHILE	POST-LISTENING
Dialogue			
Narrative			
Expository			

PUBLICATIONS RECEIVED, COMMENT, SHORT REVIEWS

BOOKS

Tasks for Language Teachers: a resource book for training and development by Martin Parrott (1993, 325pp) Cambridge University Press. ISBN 0-521-42666-9. The back cover blurb says this book is for use on 'courses leading to formal professional qualifications, [in] in-service training programmes, [and in] informal professional development'. Most of the book consists of tasks for use with / by teachers. Primarily for in-service participants and ones on pre-service courses with a teaching practice component.

—pp 1-7: Introduction
—pp 8-35: Part A: Backgrounding for the trainer
Chap. 1: 'Using the tasks'
Chap. 2: 'Carrying out small-scale research in the classroom'
Chap. 3: 'Devising and evaluating tasks'
—pp 36-288: Part B: Session tasks and trainer's notes
Chap. 4: 'The learners': 'tasks that focus on a variety of factors which contribute to learning'
Chap. 5: 'The teacher': here the focus is on 'teaching styles, teachers' roles and teachers' use of language'
Chap. 6: 'Planning': Addressess planning the content and process of language lessons
Chap. 7: 'Teaching: developing skills', ie, developing language skills (eg., reading) in the learners
Chap. 8: 'Teaching: developing linguistic competence', ie, in language learners
—pp 289-317: Part C: Resource bank
—pp 321-325: Index
(To be reviewed)

Mixed Ability Classes by Luke Prodromou (1992, 168pp incl 75 item bibliography) Macmillan. ISBN 0-333-49386-9. Likely to become a classic on the practicalities of mixed ability teaching.

Getting Beginners to Talk by Jim Wingate (1993, 165pp) Prentice-Hall. ISBN 0-13-

357708-2. A teacher's resource book. Part One: 'Using the material', 44pp. Part Two: Descriptions of 39 main procedures. There is a strong emphasis on creation of clear, vivid contexts of use and on early personalization of language use. A wealth of tips.

Lexical Phrases and Language Teaching by J Nattinger and J DeCarrico (1992, 218pp) Oxford University Press. ISBN 0-19-437164-6. The linguistic analysis (Part One) is interesting and important. The methodology (Part Two) revives some old chestnuts (eg. pattern drilling).

The Lexical Approach: the state of EFL and a way forward by Michael Lewis. (1993, 200pp) Language Teaching Publications. ISBN 0-9067 17-99-X. Lewis writes for chalkface teachers, arguing for nothing less than their complete conversion to the lexical approach lock, stock and barrel. In the first half of the book he tours many corners of recent thought on language teaching, his route seeming to me to be rather spontaneously thought out. Is this an author-edited work? Much pruning, some reordering, and additional proofreading should make for a much better second edition. An index would be nice. Also, there are inaccuracies that Lewis could have avoided by relying less directly on Nattinger and DeCarrico - eg., it was NOT Nattinger who coined the term 'chunking'. Rough as it is in parts, Lewis is very readable - if you don't mind LOTS of repetition. He is a valuable and indefatigable popularizer of ideas that desperately need to get into wide circulation. Readers who cultivate an interest in applied linguistics should go straight to Nattinger and DeCarrico.

Issues and Options in Language Teaching by H Stern; eds, P Allen and B Harley (1992, 404pp) Oxford University Press. ISBN 0-19-437066-6. A broad mesh survey. Excellent in the clarity of its depiction of the inter-relationships among elements within the vast and disparate field of language teaching. This book seems to me to be best for readers who are already fairly familiar with many of these elements.

Agendas for Second Language Literacy by Sandra Lee McKay (1993, 151pp + 6ish pp of prefaces/intros) Cambridge University Press. ISBN 0-521-44664-3. What drew me into this one was the desire to find out what the title means. The term literacy I found discussed soon enough, in Chapter 1, where the author among other things characterizes the (non-exclusive) 'individual skill' and 'socio-historical perspectives' on literacy. The buzzword agenda was more difficult. In the end I learned it sometimes means 'objectives', 'goals' or 'desiderata' (eg. a learner's); 'policy' or 'program' (a government's); 'traditions' (a nation's, community's or family's); 'actions', 'assumptions', 'beliefs' or 'interests' (anybody's); or 'tasks' (given by someone to someone else). One thing it seems never to mean is 'agenda' in the pre-1980's sense. An old-fashioned title for this book could be Contexts and Motives of Second Language Literacy. The focus throughout is on immigrants and ethnic minorities in Australia, NZ, Canada, the US and the UK. McKay argues steadily for programs to develop (not just preserve) the mother tongue literacy of ethnic minority citizens, generally without meticulous examination of opposing arguments. (The bibliography contains no title published before 1970.) McKay's wording is frequently Pentagonesque (eg. 'language minority children'). The book merits a quick read for its discussion of socio-political, economic, familial and educational facets of SL literacy. Overall, I found this book intensely doctrinaire. For example, on p.83 she says of someone's findings that they can be questioned on grounds of 'methodology and ideology'. Ideology?!

A Communicative Methodology: suggestions for the teacher in the primary school and the intermediate school division, eds Raphael Gefen and Carol Goldfus. (1993, 349pp) Ministry of Education and Culture, Israel. ISBN 965-444-014-0. 42 articles on everything from discipline to teaching handwriting. I also learned that Raphael Gefen has retired as Chief Inspector of English.

Understanding and Developing Language Tests by Cyril Weir (1993, 203pp) Prentice-Hall. ISBN 0-13-947532-X. This is a companion to Weir's Communicative Language Testing (1990, PH). From the back cover blurb: "For language teachers, teacher educators, and language teacher trainees interested in the theory and practice of tests ... The book's teacher-training element consists of evaluation tasks in which the reader is invited to analyse a range of specific test items and formats. The author then gives his own analysis... For... Reading, Writing, Listening and Speaking, Dr Weir constructs a three-part framework of guidelines for developing a good test of that skill."

Making the most of micro-computers by Heather Rendall (1991) Centre for Information on Language Teaching, PO Box 8, Llandysul, Dyfed, SA44-42B, Wales. This slim book aims to help secondary school modern language teachers who have still to take their first steps in integrating micro-computers into their methodology. It deals with questions such as what computer to choose, what software to buy and what can go wrong.

Five-minute Activities by Penny Ur and Andrew Wright (1992) CUP. ISBN 0-521-39781-2. Over 130 short activities in alphabetical order: warm-ups, getting acquainted activities, practice activities, fillers and transitions. Some new, some familiar. Already very popular we hear.

Discourse and Language Education by Evelyn Hatch (1992) CUP. ISBN 0-521-42605-7. The aim of the book is to help the reader discover system in the ways language is used for communication in social contexts. The book contains information, verbatim examples and practice sections. Both spoken and written discourse from natives and non-natives are included. Very clearly written.

Second Language Acquisition and Language Pedagogy by Rod Ellis (1991). Multilingual Matters. ISBN 1-85359-135-1. A collection of papers on research issues (interaction, formal instruction, variability, learning styles) and their relevance to language pedagogy. Section 6 considers: (a) whether teachers should intervene directly in their students' development process and, if so how, (b) what types of classroom interaction are optimal, and (c) how teachers can best take account of different learning styles. Bitty, but interesting.

ESP Today: a practitioner's guide by Pauline Robinson (1991) Prentice Hall. ISBN 0-13-284084-7. What is the content of ESP? What are its characteristic processes? What sort of discipline is it? What developments have there been since 1980? These are the main questions behind a text peppered with acronyms and research citings. 35 pp bibliography.

Aspects of Language Teaching by H. G. Widdowson (1990) OUP. ISBN 0-19-437128-X. A book made by smoothing out and joining up a number of conference papers, it is nevertheless as thorough and thoughtful as you'd expect from this author. Deals with the relevance of theoretical enquiry to classroom practice, perspectives on language description, and the way these lead to different language teaching approaches. The author has not lost his fondness for alliterative, polar adjectives. Now we have abstraction/actuality to go with type/token, use/usage...

A Review of Research in Teacher Education by E. C. Wragg (1982) NFER - Nelson. ISBN 0-85633-247-X. Written more than a decade ago, this booklet gives a brief description of research reports on teacher education under the following headings: surveys of research, student teacher background, course content, teaching practice and school experience, experimental courses, in-service and follow up. Useful for anyone contemplating doing reading or research about teacher education.

Teachers' Professional Learning edited by J Calderhead (1988) The Falmer Press. ISBN 1-85000-389-0. A collection of twelve papers originating from a conference in 1987 designed to bring together researchers from several countries to explore research findings and theoretical fameworks and to consider their implications for pre- and in-service teacher education. The chapter sequence follows a teacher's career from beginner to older professional. Mostly about the training of primary and secondary general education teachers, but still interesting to the adult and / or TESOL world.

That's not what I meant! by Deborah Tannen (1992) Virago. ISBN 1-85381-312-8. A reprint of the predecessor to You just don't understand by the same author. Tannen looks at conversations people have with colleagues, bosses, friends and family, and considers how differences in conversational style can cause problems.

Note: Ways of Training by Tessa Woodward 1992 (reviewed in vol 7/2) was unavailable throughout much of 1993. We are informed that Longman once again has copies in stock.

PERIODICAL PROFILES

ETAS Newsletter (English Teachers Association, Switzerland) Among national TESOL publications this one stands out in its fatness, information value and concern with chalkface issues. Each number includes a good dollop on a different theme, eg, 'Testing', 'Student independence: do we want it, do they need it?', 'The tyranny of the coursebook, more creative teaching'. A very good reviews section. Also workshop reports, announcements, ads. I recommend it to international subscribers. Quarterly. Contact: B. Tanton, Schuetzenstr. 7, 4552 Derendingen.

English Teachers' Journal Ministry of Education and Culture, Israel. Also well worth the attention of the international subscriber. Contact: English Inspectorate, M of E and C, Jerusalem 91911. Nr. 46, May 1993 (127pp) contains 16 articles on a variety of topics including 'Retraining immigrant teachers' by Ephraim Weintroub. This issue also features 10 reports from participants on conference workshops; some book reviews and announcements; no ads.

University of Hawai'i working papers in linguistics, 1991 vol 10/2. Very fat, ca. 210pp of the US version of A4 (= standard EEC sheet size, eg. this page). This issue contains 6 diverse articles one being of direct relevant to teacher development, 'Action research for second language teachers - it's not just teacher research' by Graham Crookes. This article is a must-read for action research enthusiasts; 12pp plus a 74 item bibliography. Contact: Dept of ESL, U of H, 1890 East-West Road, Honolulu, 96822. Two a year.

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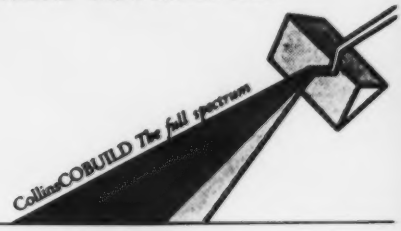

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